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# English

“Writing is an exploration. You start from nothing and learn as you go”

English Curriculum Map: Autumn Term						
Reading and writing core focus text	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	   	  	 	  	 	 
	<p><b>Text</b> – Supertato <b>Writing Outcome</b> – Write simple sentences using patterned language, words and phrases</p> <p><b>Text</b> – Lost at the Toy Museum <b>Writing Outcomes</b> - To write about your favourite toy. To write about your favourite part of the story.</p>	<p><b>Text</b> – Silly Billy <b>Writing Outcome</b> – Instructions on how to make a Worry Doll.</p> <p><b>Text</b> – The Dark <b>Writing Outcome</b> – Persuasive Letter to ‘The Dark’</p>	<p><b>Text</b> –Stone age boy by Satoshi Kitamura <b>Writing Outcomes;</b> Narrative -setting description Information text Poetry <b>Supported text-</b> Setting the scene- description of a setting Stone Age boy</p> <p><b>Supported text:</b> To write information text on Skara Brae <b>Independent:</b> To write information text on Stone henge <b>Supported text</b> Perform a poem. <b>Independent:</b> Poetry- Chn write additional verse for the Flanders's field poem.</p>	<p><b>Text</b> – Escape to Pompeii <b>Writing Outcome</b> – Narrative- setting description Recount Remembrance poetry <b>Supported text-</b> Write a setting description of Pompeii <b>Independent:</b> Write a post-eruption setting description of Pompeii <a href="#">Escape from Pompeii - Key Stage 2 Literacy</a></p> <p><b>Supported text-</b> 1<sup>st</sup> person recount (Tranio's perspective) of the day Mount Vesuvius erupted <b>Independent text-</b> 1<sup>st</sup> person recount (baker or fisher men) of the day Mount Vesuvius erupted <b>Supported text-</b> Perform a poem. <b>Independent:</b> Chn write additional verse for the Flanders's field poem or blackout poetry.</p>	<p><b>Text</b> – Holes <b>Writing Outcome</b> – Setting description Balanced argument poetry <b>Supported text;</b> Stanley's arrival at Camp green lake- Use both film and book to write description of Camp Green Lake <b>Independent:</b></p> <p><b>Supported text;</b> Should children be sent to detention camp? <b>Independent:</b> Should children have extra playtime?</p> <p><b>Supported text;</b> Remembrance poetry- Flanders field <b>Independent:</b> Chn write additional verse for the Flanders's field poem or blackout poetry</p>	<p><b>Text</b> –Rose Blanche <b>Writing Outcome</b> – Narrative Balanced argument Poetry</p> <p><b>Supported text-</b> Retell the story of Rose upto where she crosses the bridge <b>Independent-</b> Continue the story of what happens to Rose Blanche as she follows the lorry with the small children in it.</p> <p><b>Supported text-</b> Balanced Arguments - Should Rose help the prisoners? <b>Independent:</b> School context - Should children have mobile phones in school? Should Mr Davie change the timetable?</p> <p>Remembrance poetry- Flanders field. Chn write additional verse for the Flanders's field poem.</p>
Autumn 2	<p><b>Text</b> – Tree <b>Writing Outcome</b> – To write an Autumn Season Senses Poem.</p> <p><b>Text</b> – The Jolly Postman <b>Writing Outcome</b> – To write a letter.</p>	<p><b>Text</b> – Poetry <b>Writing Outcome</b> – Senses fire poem.</p> <p><b>Text</b> – Toby and The Great Fire of London <b>Writing Outcome</b> – To write a Diary Recount about the events that took place in 1666.</p>	<p><b>Text</b> – Ug by Raymond briggs <b>Writing Outcomes;</b> Diary entry Informal letter Narrative <b>Supported text:</b> To write a diary entry of the day when Ug went hunting with his dad <b>Independent:</b> To write a diary entry of a child's memorable day <b>Supported text:</b> - To write an informal letter to Ug telling him about life in present day. <b>Independent:</b> To write an informal letter to father Christmas. <b>Assessment-</b>To write a narrative-retell the story of Ug or the stone age boy</p>	<p><b>Text</b> –Volcanoes and earthquakes (non-fiction text) <b>Writing Outcome</b> – Persuasive letter Poetry Information text <b>Supported text-</b> Persuasive poster- visit Pompeii <b>Independent:</b> Persuasive poster- visit Bradford</p> <p><b>Supported text;</b> I am a tornado- a poem exploring the perspective of a tornado on it's journey <b>Independent:</b> I am a volcano poem; I am a shark poem</p> <p><b>Supported text-</b> Information text- What is a volcano? <b>Independent:</b> What is a tsunami?</p>	<p><b>Text</b> – Holes <b>Writing Outcome</b> – Diary entry Formal letter Narrative <b>Supported text;</b> Stanley's diary entry of the day when Zero runs away from the camp <b>Independent:</b> Zero's diary entry of the day when he runs away from the camp</p> <p><b>Supported text;</b> Formal letter of complaint from Stanley Yelnats to the relevant authorities about Camp Green Lake <b>Independent:</b> Formal letter from the children requesting Stanley's release from the camp</p> <p><b>Supported text;</b> <b>Independent:</b> What happens next in Holes. Write the next chapter of Holes</p>	<p><b>Text</b> –oy in stripped pyjamas <b>Writing Outcome</b> – Diary entry Letter Narrative with a flashback</p> <p><b>Supported text-</b>Diary entry from Bruno's perspective, when his mother asks him to say goodbye to his friends. <b>Independent:</b> -Diary entry from Bruno's perspective, after a few days of living in 'Outwith'</p> <p><b>Supported text-</b> End of ch 8(p.93) Bruno decides to write a letter to his grandmother in Berlin. <b>Independent:</b> Grandmothers reply to Bruno <b>Independent:</b> Boy in striped pyjamas- flashback</p>
English Curriculum Map: Spring Term						
Reading and writing core focus text (s)						
  	  	  	 	 	 	

<b>Spring 1</b>	<p><b>Text</b> – The True Story of the Three Little Pigs.  <b>Writing Outcomes</b> - Recount of the visit.  Write a re-tell of the traditional tale 'Three Little Pigs or innovate their own ending/characters.</p> <p><b>Text</b> – Mr Wolf's Pancakes  <b>Writing Outcome</b> – Write instructions on how to make a pancake.</p>	<p><b>Text</b> – Beegu  <b>Writing Outcome</b> - Beegu Missing Poster and innovate own Alien/creature.</p> <p><b>Text</b> - Last  <b>Writing Outcome</b> – Fact File (Non-Chronological Report) about Rhino's.</p>	<p><b>Text</b> –Non- fiction text on Howard Carter  <b>Writing Outcome</b> – Newspaper article-Teach from beginning as chn might not know what a newspaper report is. Howard Carter discovering the tomb.  <b>Text</b>- Gold in the grave by Terry Deary  <b>Writing Outcome</b> Character description  Instructions  <b>Supported text:</b> to write a character description of Paneb  <b>Supported text</b> to choose a character from the book to write a character description.  <b>Supported text:</b> Instructions on how to make a jam sandwich.  <b>Independent text</b>- How to mummify a tomato</p>	<p><b>Text</b> – Iron man  <b>Writing Outcome</b> – Character description  Biography  Diary entry  <b>Supported text;</b> Character description of the Iron man  Chapter 2- farmer's son  <b>Independent</b> Character description of Hogarth</p> <p><b>Supported text;</b> Biography on Hogarth  <b>Independent;</b> Biography on Ted Hughes</p> <p><b>Supported text;</b> Chapter 3- Write a diary entry - Hogarth regrets trapping the iron man  <b>Independent;</b> Imagine you are Iron Man, you are trapped and people are looking for you- Write a diary entry.</p>	<p><b>Text</b> –Macbeth  <b>Writing Outcome</b> – Retelling a scene(dialogue)  Letter  <b>Supported text</b>- Description of the banquet  <b>Independent</b>- Write a setting and character descriptive scene where Macbeth meets the witches  <b>Supported text</b>- Formal letter written by Macbeth to his wife after he has won the battle and met the witches.  <b>Independent</b>- Persuasive letter from lady Macbeth to Macbeth to kill the former king.</p>	<p><b>Text</b> – Myths and legends  <b>Writing Outcome</b> – Newspaper biography  <b>Supported text</b>- Write a sequence of two newspaper reports from different times in the story  <b>Independent</b>- Write a sequence of two newspaper reports from different times in the story</p> <p><b>Supported text</b>- Biography of Robin Hood  <b>Independent</b></p>
<b>Spring 2</b>	<p><b>Text</b> – Jack and the Beanstalk, The Smartest Giant in Town &amp; Grandad's Secret Giant.</p> <p><b>Writing Outcomes</b> – To write a character description on their chosen giant describing his appearance and personality.  - Create their own Giant and write a Character Description.</p>	<p><b>Text</b>- A Planet Full of Plastic  <b>Writing Outcome</b> – To create an information leaflet about saving our planet from plastic.</p>	<p><b>Text</b> –Egyptian Cinderella  <b>Writing Outcome</b> –advert narrative  <b>Supported text</b>- to design an advert/leaflet to encourage tourists to visit Egypt.  <b>Independent</b>- Oracy based  To make a video of your advert/leaflet using ipads</p> <p>Narrative-(assessment)  Retell the story of the Egyptian Cinderella.</p>	<p><b>Text</b> – Werewolf club rules  <b>Writing Outcome</b> –Factfile  <b>Supported text</b>- Whitby  <b>Independent</b>- How to look after the environment.</p> <p><b>RESIDENTIAL</b></p>	<p><b>Text</b> – The Highwayman  <b>Writing Outcome</b> –Advert/Leaflet  Narrative  <b>Supported text</b>- An advert to stop littering  <b>Independent</b>- Design an advert to capture the highwayman.</p> <p><b>Independent</b>- Write the highwayman as a narrative-Changing poetry to prose</p>	<p><b>Text</b> –Romeo and Juliet  <b>Writing Outcome</b> – Narrative  Non-chronological report  <b>Supported text</b>- Write a recount of the fight scene between Romeo and Tybalt  <b>Independent</b>- Write a recount of Romeo and Juliet's first meeting</p> <p><b>Supported text</b>- Write information text about Endurance/ dogs  <b>Independent</b>- Write information text about hexapod of own creation. (link to evolution)</p>

English Curriculum Map: Summer Term

	 	   	 			
<b>Summer 1</b>	<p><b>Text</b> - Meerkat Mail  <b>Writing Outcome</b> – To innovate their own story set in Africa with an African animal.</p>	<p><b>Text</b> - Grandad's Island  <b>Writing Outcome</b> – To Innovate your own adventure story.</p>	<p><b>Text</b> – The Great Kapok tree  <b>Writing Outcome</b> – Non-chronological report  Shape poetry  <b>Supported text</b>- Non- Chronological report about an animal that the children are interested in  <b>Independent text</b>- Non- chronological report about an animal in the Rainforest</p> <p>Shape poetry about an animal found in the rain forest</p>	<p><b>Text</b> – Arthur and the golden rope.  <b>Writing Outcome</b> – Non-chronological report  Narrative  <b>Supported text</b>- Non chronological report on wolves  <b>Independent;</b> Non chronological report on any animal the children are interested in.  <b>Supported text;</b> Read Pg 11,12,13,14,15  Children retell story of Arthur's adventures.  <b>Independent</b></p>	<p><b>Text</b> – Street Child  <b>Writing Outcome</b> – Diary entry  Debate  <b>Supported text</b>- Jim's/ emily's/mum's diary entry of the day Mr Spink asks for rent  <b>Independent</b>- Emily's diary entry of the same day when mum and Jim leave her at the Lordship's house.  <b>Supported text</b>- Should Jim stay or escape from the workhouse?  <b>Independent</b>- Write up a class debate about whether or not to bring workhouses back to tackle homelessness and poverty?</p>	<b>No writing lessons due to double maths</b>
<b>Summer 2</b>	<p><b>Text</b> - The Emperor's Egg  <b>Writing Outcomes</b> – To write a recount of the visit to The Deep.  - Write a fact file (Non-Chronological Report) on Emperor Penguins.</p>	<p><b>Text</b> - The Storm Whale, The Snail and the Whale and The Lighthouse Keeper's Lunch.</p> <p><b>Writing Outcomes</b> - Character Description  - Recount of a visit.  - Letter</p>	<p><b>Text</b> – The Shaman's apprentice  <b>Writing Outcome</b> –  <b>Supported text</b>- To write a setting description of the rainforest  <b>Independent</b></p> <p><b>Supported text</b>- To design a leaflet to save the rainforest  <b>Independent</b>- To design a leaflet for the school playground</p>	<p><b>Text</b> –Arthur and the golden rope.  <b>Writing Outcome</b> – Newspaper article  <b>Supported text;</b> The beast destroys a city  <b>Independent;</b> Newspaper article on the topic at the time</p>	<p><b>Text</b> –Street Child  <b>Writing Outcome</b> – Essay  Narrative  <b>Supported text</b>- Write discursive essay on issue surrounding homelessness e.g. should empty houses be given to the homeless?  <b>Independent</b>- Write as discursive essay on Thomas John Barnado  History link- Information text on Saltaire (local History)</p> <p><b>Independent</b>- Write own story based on street</p>	<p>4 weeks until final TA judgements: Adapt a well-known fairy tale (Little Red Riding Hood/Goldilocks) and change into a flashback story. / All Saints Nightmare (Horror) / Embarrassing Moment (Humour - informal)/ Persuasive letter to Mr Davie (Light-water Valley FORMAL) / Diary entry (moving to high school) / Balanced argument Mr Davie is changing the school timetable. Newspaper article; three little pigs boil the big bad wolf-self-defence or murder?</p>

Progression in writing



<b>Spelling Phonics and whole word</b>	<p>*Spell words containing each of the 40+ phonemes taught so far – most words can be deciphered</p> <p>*spell most common exception words in the Y1 spelling appendix</p> <p>*recognise and spell a set of simple compound words</p> <p>*name the letters of the alphabet in order</p> <p>*use letter names to distinguish between alternative spellings of the same sound</p>	<p>*Segment spoken words into phonemes and represent these by graphemes, spelling many correctly #</p> <p>*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones</p> <p>*distinguish between homophones and nearhomophones</p> <p>*spell common exception words</p>	<p>*Write words spelt ei, igh or ey</p> <p>*write words spelt ch eg: scheme, chemist, chef, brochure</p> <p>*spell a range of common homophones eg: berry/bury, break/brake, grown/groan</p>	<p>*Write words spelt sc eg: science, discipline, crescent</p> <p>*write words ending with gue and que eg: league, tongue, antique</p> <p>*spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen</p>	<p>*Spell some homophones from the Y5/Y6 spelling appendix</p> <p>*distinguish between some commonly confused words</p>	<p>*Spelling some challenging homophones from the Y5/Y6 spelling appendix</p> <p>*distinguish between many commonly confused words</p>
<b>Spelling and other word building</b>	<p>*Use the prefix un-</p> <p>*use the suffixes –ing, -ed -er -est where no change is made to the root word #</p> <p>*understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>*apply simple spelling rules and guidance from NC Appendix 1</p>	<p>*Spell more words with contracted forms</p> <p>*use possessive apostrophe (singular)</p> <p>#*add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>*apply spelling rules and guidance from NC Appendix 1</p>	<p>*Use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti-</p> <p>*spell some words with the suffixes: -ation, -ly, -sure. –tion, -sion and –ssion</p> <p>*embed use of apostrophe for a range of contractions and for singular nouns</p> <p>*being to use apostrophes for plural possession</p> <p>*spell some words from the Y3/Y4 Statutory Word List</p> <p>*use dictionaries to aid checking of spelling</p>	<p>*Use knowledge of morphology to spell words with prefixes in- il - im- re- sub- inter- auto-</p> <p>*add suffixes which begin with a vowel eg: forget / forgetting</p> <p>*add suffixes -ous, -sion, -ssion, -tion, -cian and –ly eg: completely, basically – from the full range from the Y3/Y4 spelling appendix</p> <p>*use apostrophes to mark singular and plural possession</p> <p>*spell the majority of the words from the Y3/Y4 Statutory word list</p> <p>*use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>*Spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: -cious, -cial, -ant, -ent, -ance, -ence</p> <p>*spell correctly words with letters which are not sounded eg: knight, solemn</p> <p>*know when to use the hyphen to join a prefix to a root eg: re-enter</p> <p>*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>*use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p>	<p>*Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible , -ably, -ibly, -al, -ial</p> <p>*use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</p> <p>*spell the majority of words from the statutory Y5/Y6 word list</p> <p>*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>
<b>Transcription</b>	<p>*Write from memory simple dictated sentences containing the GPCs and words taught so far</p>	<p>*Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>*Write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught</p>	<p>*Write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far</p>	<p>*Write from memory, dictated sentences which include words from the KS2 curriculum</p>	<p>* Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum</p>
<b>Handwriting</b>	<p>*Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>*begin to form lower-case letters in the correct direction – starting and finishing in the right place</p> <p>*form capital letters</p> <p>*form digits 0-9</p> <p>*understand which letters belong to which handwriting 'families' (eg: letters that are formed in similar ways) and practise these</p> <p>*leave spaces between words</p>	<p>*Form lower-case letters of the correct size relative to one another</p> <p>*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>*use spacing between words that reflects the size of the letters</p>	<p>*Writing is legible</p> <p>*letters are consistent in size and formation</p> <p>*capital letters are the correct size relative to lower case</p> <p>*writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>*diagonal and horizontal strokes are used consistently to join letters</p> <p>*know which letters, when adjacent, are best left unjoined</p> <p>*appropriate letters are joined – consistent to the school's handwriting approach</p>	<p>*Writing is legible and fluent</p> <p>*all letters and digits are consistently formed and of the correct size, orientation and relationship to one another</p> <p>*downstrokes of letters are mostly parallel and equidistant</p> <p>*writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>*appropriate letters are joined consistently</p>	<p>*Writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>*correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram</p> <p>*can usually choose the appropriate writing implement for the task</p>	<p>* Writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed</p> <p>*correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>*chooses the writing implement that is best suited for a task</p>
<b>Context for writing</b>		<p>*Write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p>	<p>*Discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar</p> <p>*write to suit purpose showing some features of the genre being taught</p>	<p>*Discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar</p> <p>*write to suit purpose and with a growing awareness of audience, using some appropriate features</p>	<p>*Discuss the audience and purpose for a piece of writing</p> <p>* with some support - select the appropriate form and use other similar writing as models for their own</p> <p>*when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed</p>	<p>*Confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed</p>
<b>planning</b>	<p>*Say out loud what they are going to write about</p> <p>*compose a sentence orally before writing it</p>	<p>*Plan or say out loud what they are going to write about</p>	<p>*Talk about and record initial ideas</p> <p>*compose and rehearse sentences orally (inc dialogue)</p>	<p>*Discuss and develop initial ideas in order to plan before writing</p>	<p>*Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop</p>	<p>*Use discussion effectively to develop ideas and language before and during writing</p>

<b>Drafting</b>	*Sequence sentences to form short narratives	*Write down ideas and/or key words including new vocabulary #*encapsulate what they want to say, sentence by sentence	*Organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details	*Organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue [note: balance between dialogue and narrative may be uneven] *describe characters, settings and plot with some appropriate interesting details	*Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *find key words and ideas – begin to write summaries	*Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns *integrate dialogue to convey and contrast characters and to advance the action *describe characters, settings and atmosphere with some precision *use complex plot structures *write an accurate précis
<b>Editng</b>	*discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense	*evaluate their writing with the teacher and other pupils *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form *proof-read to check for errors in spelling, grammar and punctuation	*evaluate own and others' writing – with direction *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary *make changes to their own writing following a re-read	*evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary *proof-read, edit and revise their own work	*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation	*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning *proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register
<b>Performing</b>	*read their writing aloud, clearly enough to be heard by their peers and the teacher	*read aloud what they have written with appropriate intonation to make the meaning clear	*read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	*read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience	*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – showing a developed awareness of audience
<b>Vocabulary</b>	*join words and clauses using "and"	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise
<b>grammar</b>		*Use sentences with different forms – statement, question, exclamation, command *use the present and past tenses correctly and consistently including the progressive form *use subordination (when, if, that, because) and coordination (or and but) *use some features of written Standard English *suffixes to form new words (-ful, -er. -ness)	*Use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements *Use coordinating and simple subordinating conjunctions to join clauses *identify and use a range of prepositions *Consolidate knowledge of word classes: noun, adjective, verb, adverb *use a or an according to whether the next word begins with a consonant or vowel *Use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play	*Use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause *use a variety of coordinating and subordinating conjunctions accurately *use sequencing conjunctions *vary sentence openers – including using fronted adverbials *Use expanded noun phrases and adverbial phrases to expand sentences *identify the correct determiner eg: a, an, these, those *use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition *Usually use the past or present tense and 1st / 3rd person consistently	*Write a range of sentence structures which are grammatically accurate *understand 'relative clause' begins with relative pronouns – who, which, where, when, whose *indicate degrees of possibility using adverbs eg: perhaps, surely *indicate degrees of possibility using modal verbs *recognise the subjunctive form of the verb when appropriate *Usually maintain the correct tense *begin to recognise active and passive voice *Identify and select determiners (understand articles as specific determiners an, the, a)	*Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which *Use modal verbs with precision to indicate degrees of possibility *maintain correct tense and control perfect form of verbs eg: He has collected some shells. *recognise and use the subjunctive form of the verb when appropriate *Understand and use active and passive voice (to show the flow of 'power') *identify the subject and object *Identify synonyms and antonyms
<b>Punctuation</b>	*Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places, days of the week and the personal pronoun I	*Use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession	*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech	*Use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession *use inverted commas accurately for direct speech	*Demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points

<b>Grammat ical terminolo gy</b>	*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	*Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma	*Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	*Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial	*Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	*Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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