



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p>Within the EYFS setting, writing skills are first developed through physical development (moving and handling). Once children are ready, they are given the tools and support to explore early writing skills within the setting.</p> <p><b>Statutory ELG: Writing</b> – Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <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> </ul>						
EYFS	Nursery	<p><b>Physical Development – Moving &amp; Handling</b>            Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.            Hands start to operate independently during a task that uses both.            When holding crayons, chalks etc, makes connections between their movement and the marks they make.</p> <p>Begins to walk, run and climb on different levels and surfaces.            Uses wheeled toys with increasing skill.            May be beginning to show preference for dominant hand and/or leg/foot.            Turns pages in a book, sometimes several at once.            Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools.            Holds mark-making tools with thumb and all fingers.</p>			<p><b>Literacy – Writing</b>            Begins to understand the cause and effect of their actions in mark making.            Knows that the marks they make are of value.            Enjoys the sensory experience of making marks.</p> <p>Distinguishes between the different marks they make.            Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	
	Reception	<p><b>Physical Development – Moving &amp; Handling</b>            Begins to walk, run and climb on different levels and surfaces.            Uses wheeled toys with increasing skill.            May be beginning to show preference for dominant hand and/or leg/foot.            Turns pages in a book, sometimes several at once.            Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools.            Holds mark-making tools with thumb and all fingers.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.            Creates lines and circles pivoting from the shoulder and elbow.            Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Uses simple tools to effect changes to materials.            Shows a preference for a dominant hand.            Begins to use anticlockwise movement and retrace vertical lines.            Begins to form recognisable letters independently.            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>			<p><b>Literacy – Writing</b>            Distinguishes between the different marks they make.            Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>Makes up stories, play scenarios and drawings in response to experiences, such as outings.            Sometimes gives meaning to their drawings and paintings.            Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.            Includes mark making and early writing in their play.            Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.            Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.            Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.            Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.            Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.            Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p>	



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						Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.	
	<b>Continuous Provision</b>	<b>Continuous Provision – Physical Development – Moving and Handling</b> Provide: <ul style="list-style-type: none"> <li>• A range of wheeled toys indoors and outdoors.</li> <li>• Offer exploratory play with sets of simple natural and household objects for toddlers to manipulate.</li> <li>• Sticks, rollers and moulds for young children to use in dough, clay, mud or sand.</li> <li>• Recorded music, scarves, streamers and musical instruments so that children can respond spontaneously to music.</li> <li>• 'Tool boxes' containing things that make marks (indoors and outdoors).</li> <li>• Activities that give children the opportunity and motivation to practise manipulative skills.</li> <li>• A range of left-handed tools.</li> <li>• A range of construction toys of different sizes, made of different materials and that fix together in different ways.</li> </ul>				<b>Continuous Provision – Literacy - Writing</b> Provide: <ul style="list-style-type: none"> <li>• A range of appropriate implements for children to trace patterns and shapes.</li> <li>• A range of different surfaces to make marks on.</li> <li>• A range of opportunities for early writing experiences through sensory and symbolic play.</li> <li>• Attention to marks, signs and symbols in the environment.</li> <li>• Materials which reflect cultural diversity.</li> <li>• A notepad to scribe children's stories.</li> <li>• Writing for purpose opportunities (shopping list, labels etc).</li> <li>• Environments of offices, dens, library, shop etc.</li> <li>• A range of accessible materials and tools for writing, as part of everyday play activity.</li> <li>• Writing resources for indoor and outdoor play.</li> <li>• Systematic phonics activities.</li> </ul>	
Year 1	<b>Class Book</b>	<b>The Colour Monster</b> by Anna Llensa  <b>The Naughty Bus</b> by Jan Oke	<b>The Weather Girls</b> by Aki Delphine Mach  <b>Where the Wild Things Are</b> by Maurice Sendak	<b>Lost in the Toy Museum</b> by David Lucas  <b>Beegu</b> by Alexis Deacon	<b>The Tiger Who Came to Tea</b> by Judith Kerr  <b>Elmer</b> by David Mckee  <b>Giraffe's Can't Dance</b> by Giles Andreae	<b>Poetry-Teddy Bears</b> (Grammarsaurus)  <b>Lost and Found</b> by Oliver Jeffers (or fairytale)  <b>Knuffle Bunny</b> by Mo Willems  <b>Cinderella</b> by Ruth Sanderson	<b>Man on the Moon</b> by Simon Bartram  <b>Toys in Space</b> by Mini Grey  <b>Handa's Surprise</b> by Eileen Browne
	<b>Text Types</b>	Descriptive sentence Character description	Weather report Animal fact file	Character Description Simple Narrative	Instructions Non-chronological report	Poetry A simple narrative	Diary Letter
	<b>Grammar Features</b>	Leave <b>spaces</b> between words  Use a <b>capital letter</b> for the pronoun I  Write using a <b>simple sentence structure</b>  Use <b>adjectives</b> in: <ul style="list-style-type: none"> <li>• labels</li> </ul>	<b>Embed previously taught content:</b> <ul style="list-style-type: none"> <li>• <b>spaces</b></li> <li>• <b>capital letter for 'I'</b></li> <li>• <b>adjectives</b></li> <li>• <b>simple sentence structure</b></li> </ul> Use a <b>capital letter and full stop</b> to punctuate a <b>simple sentence</b>	<b>Embed previously taught content:</b> <ul style="list-style-type: none"> <li>• <b>capital letters for I</b></li> <li>• <b>using 'and'</b></li> <li>• <b>adjectives</b></li> <li>• <b>simple sentence</b></li> </ul> Use <b>capital letters</b> for <b>names</b>  Use <b>questions marks</b>	Use <b>simple sentence structure</b> and begin to <b>join words using and</b>  <b>Structure</b> own writing using 'scaffolds' e.g. pictures  Use <b>adjectives</b> in: <ul style="list-style-type: none"> <li>• labels</li> <li>• sentences</li> </ul>	Show <b>awareness of purpose</b> of writing through choice of content which is relevant to task  Secure using <b>adjectives in sentences</b>  <b>Read their writing aloud</b> , clearly enough to be heard	<b>Secure using and to join words and clauses</b> to create <b>compound sentences</b>  Use <b>time conjunctions</b>  <b>Re-read</b> what they have written to <b>check it makes sense</b>



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<ul style="list-style-type: none"> <li>sentences</li> </ul>	Use <b>words and phrases appropriate to task and topic</b>	<p><b>Group related ideas</b></p> <p><b>Sequence sentences</b> to create a narrative</p>	<p>Add <b>detail to nouns</b> using <b>prepositions</b></p> <p>Show <b>awareness of purpose</b> of writing through choice of content which is relevant to task</p> <p>Use <b>simple sentence structure</b> and begin to <b>join words using and</b></p> <p>Use <b>capital letters</b> for <b>proper nouns</b></p>	<p>by their peers and the teacher</p> <p>Show <b>awareness of purpose</b> of writing through choice of content which is relevant to task</p> <p><b>Secure sequencing sentences</b> to form <b>short narratives</b></p> <p>Use <b>and to join words and clauses</b> to create <b>compound sentences</b></p> <p>Use <b>exclamation marks</b></p>	<b>Write</b> in the <b>first person</b>
<b>Class Book</b>	<p><b>The Foggy Foggy Forest</b> by Nick Sharratt</p> <p><b>Vlad and the Great Fire</b> of London by Kate Cunningham</p> <p><b>The Emperor's New Clothes</b> by Marcus Sedgewick</p> <p><b>Emily Brown and the Thing</b> by Cressida Cowell</p>	<p><b>Freaky Week</b> (poem)</p> <p><b>Bob the Man on the Moon</b> by Simon Bartram</p> <p><b>The Owl who was Afraid of the Dark</b> by Jill Tomlinson</p> <p><b>The Crow's Tale</b> by Naomi Howarth</p> <p><b>The Santa Trap</b> by Jonathon Emmett</p>	<p><b>Super Scientists</b> by David Attenborough</p> <p><b>The Hodgeheg</b> by Dick Kings-Smith</p> <p><b>The Hare and the Tortoise</b> by Helen Ward</p>	<p><b>Meerkat Mail</b> by Emily Gravett</p> <p><b>Flat Stanley</b> by Jeff Brown</p>	<p><b>The Twits</b> by Roald Dahl</p> <p><b>Aunty Dot's Atlas</b> by Eljay Ildirim</p>	<p><b>The Day the Crayons Quit</b> by Oliver Jeffers</p> <p><b>The Climbers</b> by Keith Gray</p> <p><b>Wild</b> by Emily Hughes</p>
<b>Text Types</b>	Narrative recount Character description Instructions	Poem Narrative Diary entry	Instructions Diary of an animal	Non-chronological report Narrative	Character description Setting description	Letter of complaint Narrative
<b>Grammar Features</b>	Use <b>capital letters</b> for: <ul style="list-style-type: none"> <li><b>the beginning of sentences</b></li> <li><b>the names of people and places</b></li> </ul> Use the <b>co-ordinating conjunction 'and'</b>	Embed previously taught content: <b>capital letters</b> <p>Use <b>capital letters</b> for days of the week</p> Use a wider variation of <b>sentence openers</b>	Embed previously taught content: <b>capital letters</b> <p>Use <b>questions marks</b></p> Use <b>commas in lists</b>	Embed previously taught content: <b>capital letters</b> <p>Use the <b>co-ordinating conjunctions:</b></p> <ul style="list-style-type: none"> <li><b>and</b></li> <li><b>but</b></li> </ul>	Use <b>expanded noun phrases for description</b> <p>Use more <b>adventurous vocabulary</b> choices to <b>add detail</b></p>	Use the <b>progressive form</b> of the <b>present tenses ( I am writing)</b> <p>Use a <b>wider range of conjunctions</b> to extend sentences including:</p>

Year 2



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<p>Use <b>question marks</b></p> <p>Use the <b>subordinating conjunction</b> 'because'</p> <p>Use <b>expanded noun phrases</b> for description and specification</p> <p>Use <b>time conjunctions</b> to connect and sequence ideas</p> <p>Use <b>sentences</b> with different forms:</p> <ul style="list-style-type: none"> <li>• <b>commands</b></li> </ul> <p>Use <b>commas in lists</b></p>	<p>Use the co-ordinating conjunctions:</p> <ul style="list-style-type: none"> <li>• <b>and</b></li> <li>• <b>but</b></li> <li>• <b>or</b></li> </ul> <p>Write a <b>narrative</b> with an <b>apparent beginning, middle and end</b></p> <p>Use a <b>wider range of conjunctions</b> to extend sentences including</p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>when</b></li> <li>• <b>because</b></li> <li>• <b>although</b></li> </ul> <p>Use <b>commas in a list</b></p> <p>Use <b>adverbs</b> to start a sentence</p> <p>Use <b>exclamation marks</b></p> <p>Use <b>apostrophes for omission</b></p> <p>Use the <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>when</b></li> <li>• <b>if</b></li> <li>• <b>that</b></li> <li>• <b>or</b></li> <li>• <b>because</b></li> </ul> <p>Use the <b>past and present tense</b> correctly</p>	<p>Use <b>apostrophes for omission</b></p> <p>Use the co-ordinating conjunctions:</p> <ul style="list-style-type: none"> <li>• <b>and</b></li> <li>• <b>but</b></li> <li>• <b>or</b></li> </ul> <p>Use <b>time conjunctions</b> to sequence ideas</p> <p>Use the <b>past tense</b> correctly</p> <p>Use <b>question marks</b> (rhetorical questions)</p> <p>Use <b>apostrophes for omission</b></p> <p>Use <b>adverbs</b> of:</p> <ul style="list-style-type: none"> <li>• <b>place</b></li> <li>• <b>time</b></li> <li>• <b>manner</b></li> </ul> <p>Use the <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>when</b></li> <li>• <b>if</b></li> <li>• <b>that</b></li> <li>• <b>or</b></li> <li>• <b>because</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>or</b></li> </ul> <p>Use the <b>subordinating conjunction</b> 'because'</p> <p>Use the <b>progressive form</b> of the <b>present tenses</b></p> <p>Use <b>expanded noun phrases</b> for <b>specification</b></p> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>• <b>statements</b></li> <li>• <b>questions</b></li> <li>• <b>commands</b></li> </ul> <p>Use some features of <b>written standard English</b></p> <p>Write a <b>narrative</b> with an <b>apparent beginning, middle and end</b></p> <p>Use a <b>wider range of conjunctions</b> to extend sentences including:</p> <ul style="list-style-type: none"> <li>• <b>co-ordinating</b></li> <li>• <b>subordinating</b></li> </ul> <p>Use <b>commas in a list</b></p> <p>Use <b>adverbs</b> to start a sentence:</p> <ul style="list-style-type: none"> <li>• <b>manner</b></li> <li>• <b>time</b></li> </ul> <p>Use more <b>adventurous vocabulary</b> choices to <b>add detail</b></p>	<p>Secure use of <b>commas in a list</b></p> <p><b>Embed</b> using <b>adverbs to start a sentence</b></p> <ul style="list-style-type: none"> <li>• <b>place</b></li> </ul> <p><b>Proof-read</b> to check for <b>errors in spelling, punctuation and grammar</b></p>	<ul style="list-style-type: none"> <li>• <b>co-ordinating</b></li> <li>• <b>subordinating</b></li> </ul> <p>Use <b>some features</b> of <b>written standard English</b></p> <p><b>Secure</b> previously taught narrative content</p> <p>Write a <b>narrative</b> with an <b>apparent beginning, middle and end</b></p> <p>Use <b>adverbs to start a sentence</b>:</p> <ul style="list-style-type: none"> <li>• <b>time</b></li> <li>• <b>manner</b></li> <li>• <b>place</b></li> </ul> <p>Use a <b>wider variation of sentence openers</b></p> <p><b>Proof-read</b> to check for <b>errors in spelling, punctuation and grammar</b></p> <p>Use <b>time conjunctions</b> to sequence ideas</p>



# Writing Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 3							
	<b>Class Book</b>	<b>Starbird</b> by Sharon King Chai	<b>Stone Age Boy</b> by Satoshi Kitamura <b>Christmasaurus</b> by Tom Fletcher	<b>George's Marvellous Medicine</b> by Roald Dahl <b>The Abominables</b> by Eva Ibbotson	<b>Escape from Pompeii</b> by Christina Balit	<b>Hansel and Gretel</b> by Anthony Browne	<b>The Boy Who Grew Dragons</b> by Andy Shepherd
	<b>Text Types</b>	Character description Setting description Fact file	Narrative Non-chronological report Poetry- Christmasaurus	Instructions Persuasive advert	Letter Newspaper	Narrative- alternative fairy-tale Letter	Diary entry Postcard
	<b>Grammar Features</b>	Use the following, previously taught <b>punctuation</b> correctly: <b>capital letters and full stops</b>  <b>Group information</b> together into sections  Use <b>noun phrases</b> in writing  Use <b>apostrophes</b> correctly: for <b>singular possession</b>	In <b>narratives, describes setting and characters</b>  Use <b>inverted commas</b> for direct speech  Express <b>time, place and cause</b> through use of: <b>conjunctions</b>  Use <b>a or an</b> correctly	Use a <b>wider range of conjunctions</b> to extend sentences including: <ul style="list-style-type: none"><li>• <b>if</b></li><li>• <b>when</b></li><li>• <b>until</b></li><li>• <b>so that</b></li></ul> Use a <b>variety of sentence types</b> including: <ul style="list-style-type: none"><li>• <b>simple</b></li><li>• <b>compound</b></li><li>• <b>complex</b></li></ul>	Set <b>non-fiction</b> writing out appropriately: <ul style="list-style-type: none"><li>• letter</li></ul> Use <b>paragraphs</b> as a way to <b>group related material</b>  Use of the <b>present perfect form of verbs</b> instead of the simple past  Express <b>time, place and cause</b> through use of:	<b>Secure</b> previously taught <b>narrative content</b>  In <b>narratives, describes setting and characters</b>  <b>Expand detail / description / explanation</b> of events through careful choice of <b>vocabulary</b>	<b>Open sentences with adverbs</b>  Secure expressing <b>time, place and cause</b> through use of: <ul style="list-style-type: none"><li>• <b>conjunctions</b></li><li>• <b>adverbs</b></li><li>• <b>prepositions</b></li></ul> <b>Secure</b> using <b>noun phrases</b> in writing



	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		<p>Express time, place and cause through use of: <b>prepositions</b></p> <p>Use simple <b>organisational devices</b> to aid presentation in non-fiction writing</p> <ul style="list-style-type: none"> <li>headings</li> <li>subheadings</li> </ul> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p> <p>Use the previously taught <b>punctuation</b> correctly:</p> <ul style="list-style-type: none"> <li>question marks</li> </ul> <p>Use <b>apostrophes</b> correctly:</p> <ul style="list-style-type: none"> <li>singular possession</li> <li>omission</li> </ul>	<p>Use a <b>wide range of conjunctions</b> to extend sentences including:</p> <ul style="list-style-type: none"> <li>when</li> <li>if</li> <li>because</li> <li>although</li> </ul> <p>Use <b>paragraphs</b> as a way to group related material</p> <p><b>Embed content</b> previously taught in <b>fact files</b>:</p> <ul style="list-style-type: none"> <li>organisational devices</li> <li>question marks</li> <li>apostrophes for possession and omission</li> </ul> <p>Write poetry</p>	<p>Use <b>prepositions</b> to add detail to nouns</p> <p>Use <b>imperative verb forms</b></p> <p>Use adverbials of:</p> <ul style="list-style-type: none"> <li>manner</li> <li>time</li> </ul> <p>Some <b>detail / description</b> expanded through <b>careful choice of vocabulary</b></p> <p><b>Expand sentences</b> with <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>if</li> <li>even if</li> <li>whenever</li> </ul> <p><b>Embed</b> previously taught <b>sentence types</b>:</p> <ul style="list-style-type: none"> <li>commands</li> <li>statements</li> </ul> <p>Use <b>commas in lists</b></p> <p>Use <b>apostrophes for possession</b></p>	<ul style="list-style-type: none"> <li>conjunctions</li> <li>adverbs</li> <li>prepositions</li> </ul> <p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>headline</li> <li>columns</li> </ul> <p><b>Expand noun phrases</b> to <b>add detail</b> using:</p> <ul style="list-style-type: none"> <li>from</li> <li>of</li> </ul> <p>Use a <b>wider range of conjunctions</b> to extend sentences</p> <p>Use <b>paragraphs</b> as a way to <b>group related material</b></p> <p><b>Embed</b> previously taught <b>tenses</b>:</p> <ul style="list-style-type: none"> <li>simple and progressive past</li> <li>simple and progressive present</li> </ul>	<p>Use <b>dialogue</b> to add more to the <b>story and characters</b></p> <p>Use <b>inverted commas for direct speech</b></p> <p>Secure using a <b>wider range of conjunctions</b> to extend sentences</p> <p><b>Secure</b> previously taught <b>tenses</b>:</p> <ul style="list-style-type: none"> <li>simple and progressive past</li> <li>simple and progressive present</li> </ul> <p><b>Secure</b> previously taught content:</p> <ul style="list-style-type: none"> <li>letter writing</li> </ul> <p><b>Secure</b> using <b>paragraphs</b> to <b>group information</b></p> <p>Secure previously taught content:</p> <ul style="list-style-type: none"> <li>punctuation</li> </ul>	<p>Secure using <b>a or an</b> correctly</p> <p>Use simple <b>organisational devices</b> to aid <b>presentation in non-fiction</b> writing</p> <p>Use adverbials of:</p> <ul style="list-style-type: none"> <li>reason</li> </ul>
Year 4	Class Book	Who Let the Gods out? By Maz Evans	T'was the Night Before Christmas by Clement Clarke Moor Lily and the Snowman (literacy shed video)	Anglo-Saxon Boy by Tony Bradman	The Firework Maker's Daughter by Phillip Pullman	The Creakers by Tom Fletcher	The Great Chocoplot by Chris Callaghan



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Text Types</b>	Newspaper report Non-chronological report	Character description Instructions- how to build a snowman Dialogue- characterising speech	Non-chronological report Diary entry	Setting description Persuasive advert	Diary entry Persuasive letter	Explanation Narrative
<b>Grammar Features</b>	<p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>headline</b></li> <li>• <b>columns</b></li> </ul> <p>Use the following, previously taught <b>punctuation</b> correctly: <b>capital letters and full stops</b></p> <p>Use <b>paragraphs</b> as a way to group related material</p> <p>Use <b>noun phrases</b> in writing</p> <p>Use <b>apostrophes</b> correctly: for <b>singular possession</b></p> <p>Express time, place and cause through use of: <b>prepositions</b></p> <p>Use simple <b>organisational devices</b> to aid presentation in non-fiction writing</p> <ul style="list-style-type: none"> <li>• <b>headings</b></li> <li>• <b>subheadings</b></li> </ul> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p>	<p>Organise <b>paragraphs around a theme</b></p> <p>Use <b>deliberately chosen vocabulary</b> to create a desired effect:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>precise nouns</b></li> </ul> <p>Use <b>apostrophes for singular possession</b></p> <p>Use <b>pronouns</b> within and across sentences to <b>aid cohesion</b> and <b>avoid repetition</b></p> <p>Use the previously taught punctuation:</p> <ul style="list-style-type: none"> <li>• <b>comma after a fronted adverbial</b></li> </ul> <p>Use <b>fronted adverbials</b> to show <b>time, manner and place</b></p> <p>Embed previously taught content: <b>commas in a list</b></p> <p>Use <b>fronted adverbials</b> to show <b>time, reason, manner and place</b></p>	<p>Organise <b>paragraphs around a theme</b></p> <p>Use <b>appropriate pronouns or nouns</b> within and across sentences to aid <b>cohesion</b> and <b>avoid repetition</b></p> <p>Use <b>commas in lists</b></p> <p>Use <b>apostrophes for singular possession</b></p> <p>Use <b>fronted adverbials</b> to show <b>time, manner and place</b></p> <p>Use <b>commas for fronted adverbials</b></p> <p>Use <b>standard English forms for verb inflections</b></p> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past <b>Vary sentence structure</b> through <b>complex openings</b>:</p> <ul style="list-style-type: none"> <li>• <b>subject reference</b></li> </ul> <p>Use a variety of <b>sentence types</b> including:</p>	<p><b>Describe a setting</b></p> <p><b>Expand noun phrases</b> by using:</p> <ul style="list-style-type: none"> <li>• <b>modifying adjectives</b></li> <li>• <b>prepositional phrases</b></li> </ul> <p>Use <b>prepositions</b> to show relationship</p> <p>Use <b>fronted adverbials</b> to show <b>time, manner and place</b></p> <p>Use <b>apostrophes for plural possession</b></p> <p>Use <b>conjunctions</b> to <b>link information across sentences</b> (see GAP sheet)</p> <p><b>Expand noun phrases for exaggeration</b></p> <p><b>Begin sentences</b> with <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>even if</b></li> <li>• <b>whenever</b></li> </ul> <p>Use <b>imperative verb forms</b></p> <p>Use appropriate pronouns:</p>	<p>Secure using <b>adverbials to connect sections/paragraphs</b></p> <p>Secure using a variety of <b>sentence types</b> including:</p> <ul style="list-style-type: none"> <li>• <b>simple</b></li> <li>• <b>compound</b></li> <li>• <b>complex</b></li> </ul> <p>Secure using <b>fronted adverbials</b> to show <b>time, manner and place and punctuate correctly</b></p> <p>Secure using <b>apostrophes for omission</b></p> <p>Secure using <b>deliberately chosen vocabulary</b> to create a desired effect</p> <p>Set <b>non-fiction</b> writing out appropriately:</p> <ul style="list-style-type: none"> <li>• <b>letter</b></li> </ul> <p>Use <b>imperative verb forms</b></p> <p>Secure using <b>appropriate pronouns: personal pronouns</b></p>	<p>Secure using a <b>wider range of subordinating conjunctions</b></p> <p>Secure using <b>fronted adverbials</b> to show <b>time, manner and place and punctuate correctly</b></p> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p> <p>Secure <b>previously taught punctuation</b></p> <p>In <b>narrative</b>, describes <b>setting, characters and plot</b></p> <p><b>Organise a narrative</b> into <b>relevant parts</b></p> <p>Use <b>dialogue, description and behaviour</b> to add more to the <b>character</b></p> <p>Use <b>full range of speech punctuation</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>comma after the reporting clause</b></li> </ul>



Guidance Areas	Autumn		Spring		Summer		
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
	<p>Use the <b>previously taught punctuation</b> correctly:</p> <p><b>question marks</b></p> <p>Use <b>apostrophes</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>singular possession</b></li> </ul>	<p>Vary sentence openers through use of <b>adverbials</b></p> <p><b>Expand noun phrases</b> by using</p> <ul style="list-style-type: none"> <li>• <b>prepositions</b></li> </ul> <p>Use <b>full range of speech punctuation</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>comma after the reporting clause</b></li> <li>• <b>end punctuation within inverted commas</b></li> <li>• <b>new line for a new speaker</b></li> </ul> <p>Use <b>dialogue, description and behaviour</b> to add more to the character</p>	<ul style="list-style-type: none"> <li>• <b>simple</b></li> <li>• <b>compound</b></li> <li>• <b>complex</b></li> </ul> <p>Use <b>deliberately chosen vocabulary</b> to create a desired effect:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> <li>• <b>appropriate verb choices</b></li> </ul> <p>Use <b>apostrophes for omission</b></p> <p>Use <b>adverbials to connect sections/paragraphs</b></p>	<p><b>personal pronouns</b></p> <p>Use <b>adverbs</b> to show:</p> <ul style="list-style-type: none"> <li>• <b>possibility</b></li> <li>• <b>degree</b></li> </ul> <p>Use <b>apostrophes for possession</b></p>	<p><b>Expand noun phrases for exaggeration</b></p> <p>Use <b>adverbs</b> to show:</p> <ul style="list-style-type: none"> <li>• <b>possibility</b></li> <li>• <b>degree</b></li> </ul> <p><b>Begin sentences with subordinating conjunctions:</b></p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>even if</b></li> <li>• <b>whenever</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>end punctuation within inverted commas</b></li> <li>• <b>new line for a new speaker</b></li> </ul> <p>Vary <b>sentence structure</b> through <b>complex openings:</b></p> <ul style="list-style-type: none"> <li>• <b>adverbials</b></li> <li>• <b>speech</b></li> </ul>	
Year 5	<b>Class Book</b>	<b>Secrets of a Sun King</b> by Emma Carroll	<b>Varjak Paw</b> by SF Said	<b>Malamander</b> by Thomas Taylor	<b>Wonder</b> by RJ Palacio	<b>Street Child</b> by Berlie Doherty	<b>Tom's Midnight Garden</b> by Philippa Pearce
	<b>Text Types</b>	Instructions Diary entry Setting description	Non-chronological report Narrative	Newspaper report Narrative	Narrative- perspectives Letter of apology	Non-chronological report Narrative	Persuasive text Biography
	<b>Grammar Features</b>	<p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> </ul> <p>Use <b>relative clauses</b> beginning with who, which, where, when, whose and that</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>appropriate verb choices</b></li> </ul>	<p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>bullet points</b></li> </ul> <p>Use <b>topic sentences</b> to open paragraphs</p> <p>Select <b>vocabulary</b> to create a desired effect and to add meaning:</p> <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> <li>• <b>expanded noun phrases</b></li> </ul>	<p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>headline</b></li> <li>• <b>columns</b></li> </ul> <p>Use <b>relative clauses</b> with an <b>omitted relative pronoun</b> when appropriate</p> <p>Use <b>modal verbs and adverbs</b> to indicate <b>degrees of possibility</b></p>	<p>Embed <b>previously taught narrative</b> content</p> <p>In narrative, <b>describe setting, character, plot and atmosphere</b></p> <p>Can <b>link ideas through tense choice</b> e.g. he <u>had</u> seen her before</p> <p>Use <b>speech and behaviour</b> to add to <b>characterisation</b></p>	<p>Embed previously taught content:</p> <ul style="list-style-type: none"> <li>• <b>non-chronological reports</b></li> </ul> <p>Embed setting out <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>bullet points</b></li> </ul> <p>Use <b>topic sentences</b> to open paragraphs</p>	<p>Use <b>modal verbs and adverbs</b> to indicate <b>degrees of possibility</b></p> <p>Use conjunctive adverbs for:</p> <ul style="list-style-type: none"> <li>• <b>additional points</b></li> <li>• <b>similar points</b></li> <li>• <b>opposite points</b></li> <li>• <b>results</b></li> </ul> <p>Use <b>imperative verbs</b> in <b>command sentences</b></p> <p>Secure use of <b>relative clauses</b></p>





	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		<p>Use <b>commas to:</b></p> <ul style="list-style-type: none"> <li>mark phrases or clauses when opening sentences</li> <li>mark embedded clauses</li> </ul> <p>Use <b>paragraphs</b> to organise work</p> <p>Use a <b>range of conjunctions</b> within sentences showing greater understanding of their meaning</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>adverbial phrases</li> </ul> <p>Use <b>adverbs</b> to make meaning precise</p>	<p>In narrative, <b>describe setting, character and plot</b></p> <p>Vary <b>sentence length</b></p> <p>Use <b>relative clauses</b> with an <b>omitted relative pronoun</b></p> <p>Use the <b>correct punctuation</b> to demarcate <b>speech</b></p> <p>Use <b>speech and behaviour</b> to add to characterisation</p>	<p>Use <b>adverbs</b> to make meaning precise</p> <p>Use <b>adverbials of time and place</b> to build cohesion <b>across paragraphs</b></p> <p>Use <b>brackets, commas and dashes</b> to indicate <b>parenthesis</b></p> <p>Embed <b>previously taught narrative content</b></p> <p>In narratives, <b>describes settings, characters, plot and atmosphere</b></p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>adverbial phrases</li> <li>appropriate verb choices</li> </ul> <p>Embed the full range of <b>speech punctuation</b> correctly including <b>interrupted speech</b></p> <p>Embed using <b>speech and behaviour</b> to add to <b>characterisation</b></p>	<p>In narrative, <b>describe setting, character, plot and atmosphere</b></p> <p>Set <b>non-fiction</b> writing out appropriately:</p> <ul style="list-style-type: none"> <li>letter</li> </ul> <p>Use devices <b>to build cohesion</b> within a paragraph</p> <p>Use <b>adverbials number</b> to build cohesion <b>across paragraphs</b></p>	<p>Select <b>vocabulary</b> to create a desired effect and to add meaning:</p> <ul style="list-style-type: none"> <li>technical vocabulary</li> <li>expanded noun phrases</li> </ul> <p>Secure <b>previously taught narrative content</b></p> <p>In narratives, <b>describes settings, characters, plot and atmosphere</b></p> <p>Secure selecting <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>adverbial phrases</li> <li>appropriate verb choices</li> </ul> <p>Secure the full range of <b>speech punctuation</b> correctly including <b>interrupted speech</b></p>	<p>Select <b>vocabulary</b> to create a desired effect:</p> <ul style="list-style-type: none"> <li>exaggeration</li> </ul> <p>Secure using <b>brackets, commas and dashes</b> to indicate <b>parenthesis</b></p> <p>Secure selecting <b>vocabulary</b> to create a <b>desired effect and to add meaning:</b></p> <ul style="list-style-type: none"> <li>technical vocabulary</li> </ul> <p>Secure using <b>adverbials of time and number</b> to build cohesion <b>across paragraphs</b></p> <p>Secure using <b>devices to build cohesion</b> within a paragraph:</p> <ul style="list-style-type: none"> <li>pronouns</li> </ul> <p>Secure using <b>organisational and presentational devices</b> to structure text</p> <ul style="list-style-type: none"> <li>heading</li> <li>paragraphs</li> <li>subheadings</li> <li>picture</li> </ul>
<b>Year</b>	<b>Class Book</b>	<b>The Explorer</b> by Katherine Rundell	<b>A Monster Calls</b> by Patrick Ness	<b>Holes</b> by Louis Sachar	Past SAT Papers <b>Zootropolis: The Official Handbook</b> by Suzanne Francis	<b>The Nowhere Emporium</b> by Ross Mackenzie	<b>Friend or Foe</b> by Michael Murpurgo



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Text Types</b>	Non-chronological report Setting description	Suspense narrative Newspaper report	Explanation Informal letter	Flashback story- Holes Persuasive leaflet- Zootropolis	First person setting description Diary entry	Balanced argument Instructions
<b>Grammar Features</b>	Use <b>previously taught</b> punctuation correctly	Use <b>previously taught</b> punctuation correctly	Use <b>previously taught</b> punctuation correctly	Use <b>previously taught</b> punctuation correctly	Use <b>previously taught</b> punctuation correctly	Use <b>previously taught punctuation correctly</b>
<b>NB</b> Previously taught KS2 punctuation to be recapped and embedded in all pieces of work where appropriate	<p>Use <b>paragraphs</b> to organise work</p> <p>Use <b>topic sentences</b> to open paragraphs Use a <b>range of clauses</b> to add detail</p> <p>Use <b>brackets, dashes</b> and <b>commas</b> to mark parenthesis</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning: • technical vocabulary</p> <p>Select <b>vocabulary</b>, explaining how such choices can <b>change and enhance meaning</b>: • <b>expanded noun phrases</b> • <b>adverbial phrases</b></p> <p>Select vocabulary to create an effect and add to meaning: • <b>similes</b> • <b>personification</b></p> <p>Use <b>commas to mark fronted adverbials</b></p>	<p>Select <b>vocabulary</b>, explaining how such choices can change and enhance meaning: • <b>appropriate verb choices</b> • <b>use behaviour to convey character</b></p> <p>Select <b>vocabulary</b> to create an effect and add to meaning: • <b>figurative language- metaphor</b></p> <p>Use <b>description and behaviour</b> to add more to the <b>character</b></p> <p>Use a <b>colon</b> to introduce a list and <b>semi-colons</b> within a list</p> <p>Use <b>colons to mark boundaries</b> between independent clauses</p> <p>Use the <b>passive voice</b> to affect the presentation of information in a sentence</p> <p>Set <b>non-fiction</b> writing out appropriately through use of: • <b>headline</b></p>	<p>Use the <b>passive voice</b> to affect the presentation of information in a sentence</p> <p>Use a <b>range of clauses</b> to add detail, show contrast and show cause and effect: • <b>subordinating</b> • <b>relative</b></p> <p>Use <b>paragraphs to organise</b> work opened with <b>topic sentences</b></p> <p>Use <b>brackets</b> to mark parenthesis</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning: • <b>technical vocabulary</b></p> <p>Use <b>semi-colons to mark boundaries</b> between independent clauses</p> <p>Set <b>non-fiction</b> writing out appropriately: • letter</p> <p>Select <b>vocabulary</b>, explaining how such choices can change and enhance meaning:</p>	<p>Embed <b>previously taught narrative</b> content Select <b>vocabulary</b> to create an effect and add to meaning: • <b>expanded noun phrases</b> • <b>adverbial phrases</b> • <b>appropriate verb choices</b> • <b>figurative language</b></p> <p>Use a range of devices to build <b>cohesion across paragraphs</b>: • <b>adverbials of place</b> • <b>adverbials of time</b> • <b>using ellipsis to create particular effects</b></p> <p>Use <b>description, behaviour and speech to convey character</b></p> <p>Use the <b>correct punctuation</b> to demarcate <b>speech</b></p> <p>Embed <b>previously taught non-fiction</b> content</p> <p><b>Maintain formality</b> throughout a piece of writing- <b>formal</b></p> <p>Use <b>vocabulary and structures</b> that are</p>	<p>Select <b>vocabulary</b> to create an effect and add to meaning: • <b>all</b> Use clauses to add detail • <b>all</b></p> <p>Use <b>semi-colons, colons and dashes</b> to separate clauses</p> <p>Use a <b>colon to introduce a list</b> and a <b>semi-colon within a list</b></p> <p>Use the <b>passive voice</b> to affect the presentation of information in as sentence</p> <p>Uses <b>adverbials of time, place and number</b> to build cohesion <b>across paragraphs</b></p> <p>Use a <b>wide range of co-ordinating and subordinating conjunctions</b> within sentences</p> <p>Use <b>verb tense consistently/correctly</b></p> <p>Use a <b>range of clauses</b> to add detail and express time</p>	<p>Use <b>conjunctive adverbs</b> to allow points to flow</p> <p>Secure using a <b>range of clauses</b> to show <b>contrast</b></p> <p>Secure the use of the <b>passive voice</b></p> <p>Secure the use of the <b>subjunctive form</b></p> <p>Secure using a <b>wide range of co-ordinating and subordinating conjunctions</b> within sentences</p> <p><b>Maintain formality</b> throughout a piece of writing</p> <p>Set <b>non-fiction</b> writing out appropriately through use of: • <b>equipment list</b> • <b>diagrams/ illustrations</b> • <b>subheadings</b></p> <p>Add detailed information through use of: • <b>prepositions</b> • <b>quantifiers</b> • <b>precise vocabulary</b></p>



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		<ul style="list-style-type: none"> <li>• <b>columns</b></li> </ul> Use a <b>range of devices</b> to build <b>cohesion within paragraphs</b> : <ul style="list-style-type: none"> <li>• <b>adverbials of time</b></li> <li>• <b>pronouns</b></li> </ul> Use the <b>correct punctuation</b> to demarcate <b>speech</b> Use clause to add detail <ul style="list-style-type: none"> <li>• <b>relative</b></li> </ul> Use <b>the passive voice</b> to affect the presentation of information in a sentence	<ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> </ul> Use a range of devices to build <b>cohesion across paragraphs</b> : <ul style="list-style-type: none"> <li>• <b>adverbials of time</b></li> <li>• <b>conjunctions</b></li> </ul> Use <b>commas to mark fronted adverbials</b> <b>Maintain formality</b> throughout a piece of writing- <b>informal</b> Recognise <b>vocabulary and structures</b> that are appropriate for <b>informal writing</b> <b>Use dashes for parenthesis</b> Use <b>verb tense consistently/correctly</b>	appropriate for <b>formal writing</b> <ul style="list-style-type: none"> <li>• <b>the subjunctive form</b></li> </ul> Use clauses to add detail <ul style="list-style-type: none"> <li>• <b>embedded</b></li> </ul> Set <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>heading</b></li> <li>• <b>subheadings</b></li> </ul> Use a <b>range of devices</b> to build <b>cohesion within paragraphs</b> <ul style="list-style-type: none"> <li>• <b>personal pronouns</b></li> </ul> Use a <b>colon</b> to introduce a list and <b>semi-colons</b> within a list Use <b>semi-colons to mark boundaries</b> between independent clauses	<b>Vary the position of main and subordinate clause</b> to achieve different effects <ul style="list-style-type: none"> <li>• <b>impact</b></li> <li>• <b>emphasis</b></li> </ul> Use <b>verb tense consistently and correctly</b> throughout a piece of writing Use the <b>perfect form of verbs</b> to mark <b>relationship between time and cause</b> <b>Maintain formality</b> throughout a piece of writing	Use <b>imperative verbs</b> in commands Select <b>vocabulary</b> to create a desired effect and add to meaning: <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> </ul> Punctuate <b>bullet points</b> correctly.