

Nursery Autumn 1

Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	New Key vocabulary Letter Word Name Sound Initial sound Same/similar Different
<u>Communication and Language</u> Text: The Enormous Turnip	<u>Literacy</u> Text: The Enormous Turnip
Objectives	Objectives
Enjoy listening to longer stories and can remember much of what happens. -Engage in a short daily story time, maintaining attention to the story for the majority of the time -Join in with repeated phrases or actions, with some support or prompting Use a wider range of vocabulary. -Use nouns and verbs to talk about familiar things -Engage in talk with adults and peers Sing a large repertoire of songs. -Listen to a range of songs and show engagement (this could be clapping along, actions, attempting to join in with singing.)	Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother - Distinguish between different sounds - i.e. a footstep and a key turning in a lock; a whisper and the sound of waves -Identify the initial sound in words with one syllable Engage in extended conversations about stories, learning new vocabulary. -Engage in a daily story time and access books as part of the nursery environment Write some or all of their name.

Use longer sentences of four to six words. -Engage in talk with adults and peers -Use phrases to describe their play and environment -Begin to place their phrases within sentences with adult support and modelling			-Recognise the initial letter in their name when written down -Recognise letters from their name when written down -Begin to independently recognise their own name when written down Use some of their print and letter knowledge in their early writing. -Engage in early writing opportunities such as chalking, painting with water and other mark-making -Make small and large shapes when marking Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. - Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Use large-muscle movements to wave flags and streamers, paint and make marks -Paint, chalk or make marks with water on large vertical surfaces		
Spelling					
Mark-making	Mark-making	Mark-making Initial sounds	Initial sounds Name-writing	Initial sounds Name-writing	Initial sounds Name-writing
Nursery Autumn 2					
Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.				New Key vocabulary Syllable Beat	

Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	
<u>Communication and Language</u> Text: The Ugly Duckling	<u>Literacy</u> Text: The Ugly Duckling
Objectives Enjoy listening to longer stories and can remember much of what happens. -Engage in a short daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session -Verbally complete sentences about the events of the story (for example, the teacher may say 'The first little pig built a house of' and the child may finish the sentence with 'straw'.) Use a wider range of vocabulary. -Begin to engage in book talk -Use adjectives to describe nouns in spoken language Sing a large repertoire of songs. -Recognise and join in with familiar songs that have repetitive words, using images or actions to help recall the words Use longer sentences of four to six words. -Engage in talk with adults and peers -Begin to place their phrases within sentences with adult support and modelling -Speak in short sentences using sentence stems that have been modelled to them (i.e. I wonder what... I think that ... I can see...)	Objectives Develop their phonological awareness, so that they can: count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother - Know that a syllable is a beat of sound in a word -Be able to clap syllables for one and two syllable words -Identify the initial sound in words with more than one syllable -Be able to recognise two words with the same initial sound from a group of three - i.e. money, netball, mother Engage in extended conversations about stories, learning new vocabulary. -Engage in a daily story time and access books as part of the nursery environment -Practise naming what they can see in the pictures of books -Say what they think is happening in an image Write some or all of their name. - Independently recognise their own name when written down -Begin to record some letters from their own name (mix of supported and independent attempts) Use some of their print and letter knowledge in their early writing. -Engage in early writing opportunities such as chalking, painting with water and other mark-making -Make small and large shapes when marking -Draw a range of lines – i.e. wavy lines, zigzags, straight lines, dashed lines

				Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. -Paint, chalk or make marks with water on large vertical surfaces - Know that when they draw a single line from left to right they do not need to pass the paintbrush from one hand to another or move their whole body along. -Begin to develop a pencil grip (with the use of specific pencils or grippers) under adult guidance (see Development Matters p. 67 for full information on adult support)	
Spelling					
Mark-making Initial sounds	Mark-making Name-writing	Initial sounds Name-writing	Initial sounds Syllables	Mark-making Syllables	Name-writing Syllables
Nursery Spring 1					
Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.				New Key vocabulary language of direction ('up', 'down', 'round', 'back', etc). Line	
<u>Communication and Language</u> Text: The Three Little Pigs Objectives			<u>Literacy</u> Text: The Three Little Pigs Objectives		

Enjoy listening to longer stories and can remember much of what happens.

- Engage in a short daily story time, maintaining attention to the story for the duration of the session
- Join in with repeated phrases or actions as part of the story session
- Answer simple questions about the events of the story

Use a wider range of vocabulary.

- Know that the same word can have different meanings (i.e. bark – a dog barks, the bark of a tree, the person barked). Begin to explore examples of this type of vocabulary.

Sing a large repertoire of songs.

- Recognise and join in with familiar songs, using images or actions to help recall the words

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Listen to and join in with familiar nursery rhymes
- Engage in book talk about books they are familiar with

Use longer sentences of four to six words.

- Speak in short sentences using a wider range of sentence stems that have been modelled to them (i.e. I like to... Today it is...)

Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother

- Know that a syllable is a beat of sound in a word
- Be able to clap syllables for words which have more than two syllables
- Be able to recognise two words with the same initial sound from a group of words- i.e. penguin, Peter, fish, nothing, play
- Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with 'sh' or 'b'
- Say when two sounds are similar – i.e. a knock at the door and a knock on a table; rustling of paper and crunching leaves
- Say when two sounds are different – i.e. the beep of a horn and the sound an animal makes

Engage in extended conversations about stories, learning new vocabulary.

- Engage in a daily story time and access a wide range of diverse books as part of the nursery environment
- Name and describe what they can see in the pictures of books
- Say what they think is happening in a wordless book

Write some or all of their name.

- Record the letters of their own name in the correct order (supported and with independent attempts)*

Write some letters accurately.

- Know the language of direction ('up', 'down', 'round', 'back', etc).
- Be able to draw lines by following the language of direction (i.e. draw a line starting at the top and go straight down. Now draw a line going across the middle.)

Use some of their print and letter knowledge in their early writing.

- Engage in early writing opportunities such as chalking, painting with water and other mark-making
- Draw a range of lines with increasing control – i.e. wavy lines, zig-zags, straight lines, dashed lines

			-Know that we write from left to right Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. -Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with increasing control when holding pens and pencils. -Begin to practice drawing pre-handwriting shapes		
Spelling					
Directional language Initial sounds	Name writing Initial sounds	Syllables Name writing	Directional language Syllables	Initial sounds Name writing	Syllables Directional language
Nursery Spring 2					
Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.				New Key vocabulary Rhyme	
Communication and Language			Literacy		

Text: Chicken Licken	Text: Chicken Licken
Objectives	Objectives
Enjoy listening to longer stories and can remember much of what happens. -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events of the story -Be able to say what happened next after a given event Use a wider range of vocabulary. -Begin to explore and select more specific/focused vocabulary – i.e. daisy, weed, rose rather than just flower Sing a large repertoire of songs. -Recognise and join in with an increasing range of familiar songs -Sing call-and-response songs to begin experimenting with volume, pitch and tempo Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Begin to independently recall nursery rhymes by finishing given lines or play call and response games (i.e teacher says one line, children say the next and so on) -Engage in book talk by saying which books they like -Begin to retell familiar stories Use longer sentences of four to six words. -Use previously learned and rehearsed sentence stems to formulate their own spoken sentences -Talk confidently in short but clear sentences.	Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother -Be able to clap syllables for words and say how many syllables there are in it -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with 'sh' or 'b' -Recognise when words end with the same sound – i.e. car and star, fish and dish. Know that this is called a rhyme. -Play games involving rhymes – i.e. name rhymes, changing initial sound of 'hat' to 'cat' to 'sat' Engage in extended conversations about stories, learning new vocabulary. -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Talk about stories i.e. saying what they think will happen next, describing characters Use some of their print and letter knowledge in their early writing. -Engage in early writing opportunities using paper -Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing Write some or all of their name. -<i>Record the letters of their own name in the correct order (independently)</i> Write some letters accurately. -Know the language of direction ('up', 'down', 'round', 'back', etc). -Be able to draw shapes by following the language of direction -Accurately form the letters of their name (using Little Wandle letter formation phrases to support)

			Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. -Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with increasing control when holding pens and pencils. -Confidently draw some draw pre-handwriting shapes		
Spelling					
Directional language Initial sounds	Syllables Initial sounds	Name writing Syllables	Rhyme Syllables	Name writing Rhyme	Rhyme Initial sounds
Nursery Summer 1					
Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.				New Key vocabulary	
<u>Communication and Language</u> Text: Jack and the Beanstalk Objectives			<u>Literacy</u> Text: Jack and the Beanstalk Objectives		

Enjoy listening to longer stories and can remember much of what happens. -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events and the characters of the story -Be able to recall three main events from a story (in any order) Use a wider range of vocabulary. -Be able to categorise words – i.e. know that turnip, carrots and peas are all types of vegetables and be able to say other words that could be added to the group Sing a large repertoire of songs. -Independently select and sing a range of familiar songs -Learn new songs at a quicker pace/with more ease as memory, rhyme and singing skills should be embedded. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Independently recall familiar/favourite nursery rhymes -Talk about familiar books, discussing events and characters -Begin to tell their own stories, inspired by their play Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Use sentence stems such as 'I like' and 'I don't like' to express an opinion	Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother -Be able to clap syllables for words and say how many syllables there are in it -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with 'sh' or 'b' -Know that rhyming words end with the same sound, meaning the words sound similar -Recognise rhymes by selecting two from a group of three - i.e. mop, fog, stop -Recognise rhymes by selecting two from a group of three when the words are of varying length - i.e. wish, finish, extinguish -Begin to accurately suggest rhymes to match with a given word Engage in extended conversations about stories, learning new vocabulary. -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Talk about stories, focusing on learning and using vocabulary that is not in everyday spoken use (i.e. caterpillar, roar, invitation) Use some of their print and letter knowledge in their early writing. -Engage in early writing opportunities -Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing -Write lists, including using the correct initial sound Write some or all of their name. -Record the letters of their own name in the correct order (including surname with support) Write some letters accurately. -Know the language of direction ('up', 'down', 'round', 'back', etc). -Be able to draw shapes by following the language of direction
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	-Accurately form the letters of their name (using Little Wandle letter formation phrases to support) and begin to form other letters they may know/recognise Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. -Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with good control when holding pens and pencils. -Confidently draw a wider range of pre-handwriting shapes
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Spelling

Rhyme Initial sounds	Name writing Rhyme	Name writing Initial sounds	Rhyme Syllables	Syllables Initial sounds of words	Name writing Initial sounds of words
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Nursery Summer 2

Development Matters Objectives Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	New Key vocabulary
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Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	
<u>Communication and Language</u> Text: Hansel and Gretel	<u>Literacy</u> Text: Hansel and Gretel
Objectives	Objectives
Enjoy listening to longer stories and can remember much of what happens. -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events and the characters of the story -Be able to recall three main events from a story (in the correct order) Use a wider range of vocabulary. -Engage in talk confidently, using specific vocabulary to describe and ask questions - Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Sing a large repertoire of songs. -Independently select and sing a range of familiar songs -Learn new songs at a quicker pace/with more ease as memory, rhyme and singing skills should be embedded. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Recite nursery rhymes from memory -Talk about familiar books, describing events and characters -Answer questions about familiar books -Begin to tell their own stories, inspired by their play or drawings Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Discuss possible answers to open-ended questions like "I wonder what would happen if....?" and say what they think will happen	Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother -Be able to clap syllables for words and say how many syllables there are in it -Recognise the initial sound of any given word -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with 'sh' or 'b' -Know that rhyming words end with the same sound, meaning the words sound similar -Match rhyming words together; group words together that rhyme (i.e. from a selection of objects or images – clock, dish, fish, sock, box, fox, wish, rock) -Suggest rhymes to match with a given word, in isolation and as part of stories/nursery rhymes (i.e. can they change the words to Twinkle Twinkle? Little car, little bar etc) Engage in extended conversations about stories, learning new vocabulary. -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Self-select favourite stories to read and discuss -Talk about stories, focusing on learning and using vocabulary that is not in everyday spoken use (i.e. caterpillar, roar, invitation) Use some of their print and letter knowledge in their early writing. -Engage in early writing opportunities -Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing

-Engage in discussion about different possibilities		-Write lists, including using the correct initial sound -Attempt to write other text types as part of their provision Write some or all of their name. -Record the letters of their own name in the correct order (including surname) Write some letters accurately. -Know the language of direction ('up', 'down', 'round', 'back', etc). -Be able to draw shapes by following the language of direction -Accurately form the letters of their name and other letters they may know (using Little Wandle letter formation phrases to support), with increasing control over size and direction Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. -Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with good control when holding pens and pencils. -Confidently draw all the age appropriate pre-handwriting shapes			
Spelling					
Initial sounds Initial sounds of words	Syllables Name writing	Initial sounds of words Rhyme	Rhyme Name writing	Syllables Rhyme	Initial sounds of words Name writing

Reception Autumn 1

Development Matters Objectives

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Understand how to listen carefully and why listening is important.
- Engage in story times.

New Key vocabulary

Phoneme
Grapheme
Letter
Word
Segment to spell
Tricky word
Initial
Middle
End

Transcription and composition

Text: Goldilocks and the Three Bears

Objectives

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - The children will understand what good posture looks like both on the floor and at a table (i.e. chair pulled in, feet on the floor)
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
 - Form pre-handwriting shapes and patterns. The children will understand they need to use pressure with their pencil to be neater.
 - Be able to independently recall the letter formation rhymes for the graphemes: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f and l
 - Begin forming the letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f and l, using the letter formation rhymes to ensure they form the letter accurately. **(Some children who are still struggling with their motor skills may need to do this using foam, sand etc. They should still be exposed to the formation even if not using a pencil.)**

Verbally retell familiar stories

Text: Goldilocks and the Three Bears

Objectives

- Understand how to listen carefully and why listening is important.
 - The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures
 - The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions.
- Engage in story times.
 - The children can demonstrate good listening during story times
 - Join in with repeated phrases in familiar stories
 - Sing familiar rhymes, remembering most of the words
 - Join in with new call-and-response songs

-Spell words by identifying the sounds and then writing the sound with letter/s. - Children verbally segment to spell CVC words using known GPCs. They know how to use segmenting fingers to touch each finger as they say the sound. - Children segment to spell CVC words using known GPCs by using magnets or cutting and sticking letters in order. - Children segment to spell CVC words by filling in the initial, middle or end sounds in given words to match pictures. - Children segment to spell CVC words by writing the whole word. They should say the word, orally segment the word as above then write the word using letters. They should do this for both dictated words and by writing words to match pictures. - Children can spell from memory the common exception/tricky words: is, I, the					
Spelling					
Initial sounds Name writing	Begin phonics teaching Oral blending	Name writing Letter formation	Letter formation Orally segment to spell (CVC words) Tricky word: is	Letter formation Tricky word: I CVC words	Letter formation Tricky word: the CVC words
Reception Autumn 2					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary Digraph Sequence Event Rhyme Sentence	
<u>Transcription and composition</u> Text: The Magic Porridge Pot			<u>Verbally retell familiar stories</u> Text: The Magic Porridge Pot		

Objectives			Objectives		
-Develop the foundations of a handwriting style which is fast, accurate and efficient. - Form pre-handwriting shapes and patterns. The children will understand they need to use pressure with their pencil to be neater. - Be able to independently recall the letter formation rhymes for previously taught graphemes and for: <i>v, w, x, y and z</i>. - Form the letters for previously taught GPCs and for: <i>v, w, x, y and z</i>, using the letter formation rhymes to ensure they form the letter accurately. (Some children who are still struggling with their motor skills may need to do this using foam, sand etc. They should be doing lots of pre-handwriting shape practise to get them ready for forming letters as soon as possible.) - Work on improving letter size and sitting letters on the line. -Spell words by identifying the sounds and then writing the sound with letter/s. - Children verbally segment to spell CVC, CCVC and CVCC words using known GPCs, <i>including digraphs</i>. They know how to use segmenting fingers to touch each finger as they say the sound. - Children segment to spell CVC, CCVC and CVCC words using known GPCs by using magnets or cutting and sticking letters in order. - Children segment to spell CVC, CCVC and CVCC words by filling in the initial, middle or end sounds in given words to match pictures. - Children segment to spell CVC, CCVC and CVCC words by writing the whole word. They should say the word, orally segment the word as above then write the word using letters. They should do this for both dictated words and by writing words to match pictures. - Children can spell from memory the common exception/tricky words: <i>and, he, she, we, be, to</i>			- Understand how to listen carefully and why listening is important. - The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures - The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. <i>They can sustain this for increasingly longer times.</i> -Engage in story times. - The children can demonstrate good listening during story times <i>The children can recognise and select favourite stories to read</i> - Join in with repeated phrases in familiar stories <i>Begin to predict what the rhyming word might be in predictable poems</i> - Sing familiar rhymes, remembering most of the words - Join in with new call-and-response songs <i>Sequence the events from familiar stories using pictures.</i> <i>Say a simple sentence to describe what happened in each part of the story (using the pictures as a prompt).</i>		
Spelling					
CVC words Tricky words: I, is, the	CVC words Tricky words: and, has	CVCC words Tricky words: to, go	CVCC words	CCVC words	Consolidate segmenting to spell

			Tricky words: she, he, of	Tricky words: we, me, be	routines and tricky words
Reception Spring 1					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary Phrase Label Capital letter Lower-case Alphabet First, next, then, finally	
<u>Transcription and composition</u> Text: The Little Red Hen			<u>Verbally retell familiar stories</u> Text: The Little Red Hen		
Objectives			Objectives		
-Develop the foundations of a handwriting style which is fast, accurate and efficient. • Be able to independently recall the letter formation rhymes for previously taught graphemes • Form the letters for previously taught GPCs, using the letter formation rhymes to ensure they form the letter accurately if still needed. <i>(The few children who may have worked with foam and sand only in the Autumn term need to begin attempting to form the letters with a pencil.)</i> • Practice writing letters in digraph pairs to work on letter sizing and positioning on the line. i.e. sh, ng -Spell words by identifying the sounds and then writing the sound with letter/s. • Continue to use segmenting to spell routines and practise activities to spell words using known GPCs, including Spring 1 GPCs as they are learnt.			- Understand how to listen carefully and why listening is important. • The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures • The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. <i>They can now do this with fewer reminders from adults.</i> -Engage in story times. • The children can demonstrate good listening during story times • The children can recognise and select favourite stories to read • Join in with repeated phrases in familiar stories • Accurately predict what the rhyming word might be in predictable poems • Be able to recite a simple poem from memory, using actions to support this. • Sing familiar rhymes, remembering most of the words		

- Children can spell from memory the common exception/tricky words: <i>her, his, go, of, into</i> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <i>Write labels and phrases to match images, using known GPCs and CEWs. i.e. 'the red hen', 'her big dog'. Dictate these to ensure they contain only the taught sound-letter correspondences.</i> <i>Recognise the capital letters to match each lower-case letter. Be able to say the letter name when the capital letter is shown.</i> <i>Accurately match the capital letter to the lower-case grapheme.</i> <i>Write the correct lower-case grapheme to match a given capital letter.</i>			- Join in with <i>more complex</i> call-and-response songs - Sequence the events from familiar stories using pictures. - Say a simple sentence to describe what happened in each part of the story (using the pictures as a prompt). <i>Begin to verbally sequence these sentences by using 'next', 'then'.</i>		
Spelling					
Words containing digraphs: ai, ee, igh, oa Tricky words: consolidate	Words containing digraphs: oo, oo , ar, or Tricky words: was, you, they	Words containing digraphs/trigraphs: ur, ow, oi, ear Tricky words: my, all, into	Words containing digraphs/trigraphs: air, er, double letters Tricky words: go, of, are	Longer words Tricky words: her, his, into, and	Consolidate digraph words.
Reception Spring 2					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary Syllable Chunk it up Compound Full stop	
<u>Transcription and composition</u> Text: The Three Billy Goats Gruff			<u>Verbally retell familiar stories</u> Text: The Three Billy Goats Gruff		
Objectives			Objectives		

-Develop the foundations of a handwriting style which is fast, accurate and efficient. - Form the letters for previously taught GPCs. <i>The letters should now be appropriately sized and sitting on the line.</i> - Practice writing letters in digraph pairs to work on letter sizing and positioning on the line. i.e. sh, ng <i>Form the graphemes for capital letters. Understand these letters are 'tall'.</i> -Spell words by identifying the sounds and then writing the sound with letter/s. - Continue to use segmenting to spell routines and practise activities to spell words using known GPCs, including Spring 2 GPCs. <i>Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset</i> - Children can spell from memory the common exception/tricky words: <i>my, by, you, was, they, all, are</i> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <i>Know what a full stop looks like. Understand it goes at the end of an idea.</i> <i>Write simple dictated sentences with a full stop at the end, using known GPCs.</i> <i>Write simple dictated sentences with a capital letter and full stop, using known GPCs. Use a Grapheme mat to support capital letter writing until children are secure with forming them.</i> <i>Begin to verbally form/suggest sentences to write. (An adult will need to make sure these contain known GPCs or reframe them to make sure they do).</i>	- Understand how to listen carefully and why listening is important. - The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures - The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults. -Engage in story times. - The children can demonstrate good listening during story times - The children can recognise and select favourite stories to read - Join in with repeated phrases in familiar stories - Accurately predict what the rhyming word might be in predictable poems - Be able to recite a simple poem from memory, using actions to support this. - Sing familiar rhymes, remembering most of the words - Join in with more complex call-and-response songs <i>Learn a simple retell of a familiar story by heart, using actions and images to support. (Three sentences: i.e. First, Goldilocks was hungry. Next, she went into the bear's house. Finally, the bears came home and she ran away.)</i>
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Spelling

Review digraph spellings – ai, ee, igh, oi, oa, ar	Tricky words: all, my, by, they Words with 'er' and 'air'	Spell words with more than one digraph	Compound words Tricky words: are, was	Words ending in 's' Tricky words: consolidate all so far	Review digraph spellings – target those identified through assessment
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Reception Summer 1

Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.	New Key vocabulary
<u>Transcription and composition</u> Text: The Gingerbread Man	<u>Verbally retell familiar stories</u> Text: The Gingerbread Man
Objectives -Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form the letters for previously taught GPCs. The letters should now be appropriately sized and sitting on the line. • Form the graphemes for capital letters. Understand these letters are 'tall'. • <i>Practice writing common exception words to work on letter sizing, spacing, positioning.</i> -Spell words by identifying the sounds and then writing the sound with letter/s. • Continue to use segmenting to spell routines and practise activities to spell words using known GPCs. • Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset • Children can spell from memory the common exception/tricky words: <i>sure, said, like, have, there, some</i> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Objectives - Understand how to listen carefully and why listening is important. • The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures • The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults. -Engage in story times. • The children can demonstrate good listening during story times • The children can recognise and select favourite stories to read • Join in with repeated phrases in familiar stories • Accurately predict what the rhyming word might be in predictable poems • Be able to recite a simple poem from memory, using actions to support this. • Sing familiar rhymes, remembering most of the words • Join in with more complex call-and-response songs

- Write simple dictated sentences with a capital letter and full stop, using known GPCs. - <i>Write a sentence by sharing it verbally with an adult then writing it independently using all of the skills learned. Do this in a range of contexts: i.e. a sentence to describe a picture, a sentence to describe an event, a sentence linked to verbal retellings.</i>			• Learn a simple retell of a familiar story by heart, using actions and images to support. <i>(Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.)</i> • <i>Begin to independently retell a familiar story by taking turns to say sentences in a group.</i>		
Spelling					
CVCC words (short vowels) Tricky words: said, like, so, have	CVCC, CCVC words (short vowels) Tricky words: sure, some, said	CCVCC, CCCVC and CCCVCC words Tricky words: sure, like, have, little	Compound words Tricky words: there, when, one	Suffix endings: ing Tricky words: out, some, said	Tricky words - consolidate
Reception Summer 2					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary Suffix	
<u>Transcription and composition</u> Text: Little Red Riding Hood			<u>Verbally retell familiar stories</u> Text: Little Red Riding Hood		
Objectives			Objectives		
-Develop the foundations of a handwriting style which is fast, accurate and efficient. • <i>Consolidate knowledge of letter formation by practising all GPCs, focusing on beginning letters from the correct position.</i> • Practice writing common exception words to work on letter sizing, spacing, positioning.			- Understand how to listen carefully and why listening is important. • The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures • The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults.		

-Spell words by identifying the sounds and then writing the sound with letter/s. - Continue to use segmenting to spell routines and practise activities to spell words using known GPCs. - Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset <i>Children can spell longer words by adding the -ing suffix</i> - Children can spell from memory the common exception/tricky words: <i>out, today, here, do, little, when</i> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Write simple dictated sentences with a capital letter and full stop, using known GPCs. - Write a sentence by sharing it verbally with an adult then writing it independently using all of the skills learned. Do this in a range of contexts: i.e. a sentence to describe a picture, a sentence to describe an event, a sentence linked to verbal retellings. <i>Independently write a sentence by thinking of an idea and writing it down in different contexts.</i> <i>Re-read what they have written to check that it makes sense.</i>			-Engage in story times. - The children can demonstrate good listening during story times - The children can recognise and select favourite stories to read - Join in with repeated phrases in familiar stories - Accurately predict what the rhyming word might be in predictable poems - Be able to recite a simple poem from memory, using actions to support this. - Sing familiar rhymes, remembering most of the words - Join in with more complex call-and-response songs - Learn a simple retell of a familiar story by heart, using actions and images to support. (Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.) - Retell a familiar story by taking turns to say independent sentences in a group. <i>Verbally retell a familiar story in independent sentences, using the story structures learned this year such as 'once upon a time', 'next' and 'then'.</i>		
Spelling					
Applying spelling accurately in sentences Tricky words: here, out, little	Longer words Tricky words: today, when, do	Compound words Tricky words: little, here, said	Suffix: -ing Tricky words: consolidate all	Consolidate	Consolidate

Year 1 Autumn 1

Sentence, transcription and composition

Text: I Want My Hat Back – Jon Klassen; Traditional Tales

Audience: N/A

Purpose: to independently write and structure simple sentences, both in isolation and in a short sequence (three linked simple sentences).

Objectives

Segment to spell words that are in line with phonic knowledge.

- Use segmenting fingers to orally segment
- Write words by orally segmenting and transcribing letters
- Ensure letters are written sitting on the line
- Focus on accurate letter sizing

Mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

- Recognise the capital letters
- Form the capital letters
- Know that we use a capital letter for names and practise this skill
- Know what the word 'pronoun' means
- Know that we use a capital letter for the personal pronoun 'I' and practise this skill

Orally say a simple sentence and 'hold' it for writing.

- Practise recalling dictated sentences verbally.
- Know that a sentence needs to contain a complete idea.
- Practise orally composing simple sentences.

Begin to punctuate sentences using a capital letter and full stop.

- Know that a sentence needs to contain a subject and verb.
- Know that a sentence must begin with a capital letter.
- Know that a full stop shows the end of a sentence.
- Remember that we also use a capital letter for names and 'I'
- Write simple sentences from dictation, using a capital letter and full stop.
- Compose and write simple sentences, using a capital letter and full stop.

Accurately punctuate a short sequence of connected sentences

- Identify when a sentence ends and a new one begins verbally. i.e. know that 'The boy ran. He was fast.' are two different sentences.

Verbally retell familiar stories

Text: I Want My Hat Back – Jon Klassen; Traditional Tales

Audience: Peers within own class

Purpose: to be able to orally construct and retell familiar stories

Objectives

-Learn a simple retell of a familiar story by heart, using actions and images to support. (Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.)

-Retell a familiar story by taking turns to say independent sentences in a group.

-Verbally retell a familiar story in independent sentences, using the story structures learned in reception such as 'once upon a time', 'next' and 'then'.

-Begin to add adjectives to verbal story sentences.

-Accurately write and punctuate two connected sentences using full stops and capital letters and know that they are not used to mark the end of a line. -Accurately write and punctuate a short sequence of connected sentences using full stops and capital letters	
Greater Depth	Greater Depth
Year 1 Autumn 2	
<u>Narrative</u> Text: Dear Zoo – Rod Campbell Audience: Nursery children (to orally retell) Purpose: To retell a simple story with predictable phrases.	<u>Non-Fiction - Recount</u> Text: Dear Zoo – Rod Campbell Audience: Other Year 1 class (to compare events of day) Purpose: To write recount sentences matched to pictures and in the correct sequence.
Objectives	Objectives
Sequence the main events from a story - Orally sequence the main events from a story - Sequence the main events from a story in a story map - Use sequencing language (first, next, then, after, finally) Begin to punctuate sentences using a capital letter and a full stop - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Know when the subject of a sentence changes (ready for a new sentence) - Orally rehearse more than one sentence using intonation to show break between sentences - Write connected grammatical sentences with capital letters and full stops	Mark using a capital letter for names of people and places - Accurately form capital letters from memory - Know the difference between names and common nouns - To know when to use capital letters in the middle of the sentence (and when not to) Mark using a capital letter for the personal pronoun I - To be able to explain what first person means - To be able to mark the personal pronoun I as a capital letter within a sentence Use ed suffix for verbs to show past tense - Understand the difference between past and present tense - To know that was is a verb - To use was in a sentence to show the past tense - To understand what a root word is - To understand what a suffix is - To understand the link between the ed suffix and the past tense - To use the ed suffix to make a root word the past tense - To write a sentence in the past tense with the correct form of the verb Use sequential language - To be able to order events in chronological order - To select their own sequential language to show chronology
Greater Depth	Greater Depth

Year 1 Spring 1	
<u>Narrative</u> Text: The Princess and the Pea Audience: Younger siblings Purpose: To plan and retell a three-part traditional tale using traditional story language	<u>Non-Fiction - Instructions</u> Text: The Princess and the Pea Audience: Their best friend Purpose: To write simple instructions using imperative verbs
Objectives To identify the stages within a story (beginning, middle, end) - To know what the beginning of a story is - To know what the middle of a story is - To know what the ending of a story is - To organise events into beginning, middle and ending - To use language suitable for beginning, middle and endings To begin to use and to join sentences - To know where a full stop should demarcate two sentences - To decide whether two sentences are connected or not - To know what a conjunction is and their role within a sentence - To understand that and can be used in place of a full stop when the two clauses are connected - To understand the correct position of and within a sentence - To write related sentences using and - To write related sentences using and which are punctuated correctly - To know how many sentences can be appropriately joined using and Re-read what they have written to check it makes sense	Objectives To know what an imperative verb is and how to use within a sentence - To be able to identify verbs within a sentence - To know what an imperative verb is - To differentiate between imperative verbs and non-imperative verbs To write a command sentence - To orally rehearse sentences using imperative verbs - To give orally instructions linked to a real event - To write phonetically plausible attempts at imperative verbs - To write a command sentence using imperative verbs To sequence instructions - To choose appropriate sequential language - To know that order impacts the effectiveness of instructions - To plan a sequence of steps of a process - To write simple instructions Re-read what they have written to check it makes sense
Greater Depth	Greater Depth
Year 1 Spring 2	
<u>Narrative</u> Text: Bubbles (Literacy Shed) Audience: Children in assembly (to be read aloud) Purpose: To retell a familiar story in three parts using accurate sentence punctuation	<u>Non-Fiction - Recount</u> Text: Bubbles (Literacy Shed) Audience: A child who finds the bubbles Purpose: To write a recount paragraph in the first person, using accurate sentence punctuation. (3 events in order)

Objectives To consolidate understanding of using 'and' to join clauses together. - To understand the correct position of ;and' within a sentence - To write related sentences using 'and' - To write related sentences using 'and' which are punctuated correctly - To know how many sentences can be appropriately joined using 'and' - To use 'and' within a longer piece of writing. To recognise and use the plural 's' suffix. - To identify singular and plural forms. - To know that we add suffix 's' to form a plural. - To accurately spell a plural with suffix 's' at word level. - To use plurals within a sentence. To use adjectives within a sentence. - To understand what an adjective is. - To select appropriate adjectives to describe a given noun. - To orally rehearse sentences that include adjectives. - To write sentences that include adjectives. To identify and plan the stages within a story (beginning, middle, end) - To name the three parts of a story (beginning, middle and end). - To organise events into beginning, middle and ending on a simple plan. - To independently use language suitable for beginning, middle and endings To edit a small section of writing with support, focusing on the use of capital letters and full stops	Objectives To know when to use was/were in a sentence. - To recognise if a pronoun refers to a single person or a group of people. - To know that 'was' refers to singular and 'were' refers to more than one. - To use the suffix 'ing' where no root word change is needed (i.e. I was playing. We were looking.) - To use 'was' or 'were' accurately in a past tense sentence To use sequential language independently - To be able to order three events in chronological order - To use their own sequential language at the beginning of a sentence to show chronology - To write a sequence of sentences in the correct order. (3 events) To edit writing with support focusing on capital letters and full stops.
Greater Depth To write one of the settings in the story.	Greater Depth To write a recount paragraph on a different event.
Year 1 Summer 1	
<u>Narrative</u> Text: Leaf Audience: One of the animals who find Leaf	<u>Non-Fiction - Instructions</u> Text: Leaf Audience: Leaf the polar bear

Purpose: To write a 3 part story linked to a topic	Purpose: To write instructions with some expansion, including imperative verbs and accurate sentence punctuation.
Objectives	Objectives
Begin to punctuate sentences using a question mark - To understand that a question is asking you something and usually needs a response. - To distinguish between a question and a statement. - To recognise a question mark and know that it goes at the end of a sentence. - To recognise and generate words that can begin a question - To orally rehearse questions. - To write a question which is punctuated correctly. To recognise and use the plural 'es' suffix. - To use the plural 's' within a sentence (recap) - To know that we use the 'es' suffix for root words that end with certain sounds/spellings (ch, sh, s, ss, x, or zz and f to ves (i.e. leaf to leaves) - To decide whether the 's' or 'es' suffix is needed to make given words plural - To accurately write plurals within a sentence To use the 'er' and 'est' suffixes where no change is needed in the spelling of the root word - To be able to explain the purpose of a suffix. - To understand that the suffixes 'er' and 'est' are added to words to create adjectives that can compare things. - To orally rehearse sentences using 'er' and 'est' words - To change given root words by adding the 'er' and 'est' suffixes - To accurately use 'er' and 'est' suffix words within written sentences. To plan the stages within a story (beginning, middle, end) - To organise the events from a story into beginning, middle and ending on a simple plan. - To independently use language suitable for beginning, middle and endings - To begin to consider appropriate adjectives to use in their writing and add to a plan. To edit a small section of writing, focusing on checking spelling	To write a command sentence - To distinguish between the different sentence types covered so far. (Sentence, command and question). - To orally rehearse sentences using imperative verbs - To say oral instructions linked to a real event - To write phonetically plausible attempts at imperative verbs - To write a command sentence using imperative verbs To sequence instructions - To choose appropriate sequential language - To know that the order impacts the effectiveness of instructions - To plan a sequence of steps of a process - To write simple instructions

Greater Depth To change the audience to a different animal.	Greater Depth To write instructions about a different topic.
Year 1 Summer 2	
<u>Narrative</u> Text: Beegu Audience: Beegu Purpose: To retell a three-part story that has a key central character	<u>Non-Fiction - Recount</u> Text: Beegu Audience: Beegu Purpose: To write a recount in the first person, maintaining past tense.
Objectives Begin to punctuate sentences using an exclamation mark -To understand what an exclamation sentence is - To be able to distinguish between exclamation sentences and other sentence types -To understand that we sometimes use an exclamation mark in other contexts -To know what an exclamation mark looks like and that it comes at the end sentence -To orally rehearse exclamation sentences -To write an accurate exclamation sentence To use the prefix '-un' -To know that prefixes are groups of letters which we add to the beginning of a word to make a new word with a different meaning -To know that the prefix '-un' usually means 'not' -To change root words by adding the prefix 'un' -To use 'un' words in a sentence To plan the stages within a story (beginning, middle, end) - To organise the events from a story into beginning, middle and ending on a simple plan. - To independently use language suitable for beginning, middle and endings - To add appropriate adjectives to their plan. To edit a small section of writing, focusing on punctuation and spelling.	Objectives To write accurately using past tense verbs - To use the 'ed' suffix to write verbs where no change to the root word is needed - To accurately use was/were in past tense sentences - To understand some verbs are irregular and be able to say the past tense verb – i.e. go - went, run – ran, think – thought - To write past tense sentences containing accurate –ed words and irregular past tense verbs To write consistently in the first person - To be able to distinguish between first and third person pronouns - To orally rehearse first person sentences - To write first person sentences, ensuring that the personal pronoun 'I' is capitalised To write in chronological order -To order events from the story as part of a recount plan -To select and use a range of sequential language to help organise writing To edit their writing, focusing on punctuation and spelling.

Greater Depth To design their own character and write a story	Greater Depth To write a third person recount about a past event.
Year 2 Autumn 1	
<u>Narrative</u> Text: Penguin Problems Audience: Younger siblings Purpose: To retell a story which includes strong characterisation	<u>Non-Fiction - Recount</u> Text: Penguin Problems Audience: To year 1 children to show what they have to look forward to Purpose: To write a simple first-person recount linked to a personal experience
Objectives To write sentences which are questions - To know the purpose of a question - To be able to identify question sentences and distinguish them from other sentence types - To know which words are used to form questions - To be able to orally rehearse question sentences - To recognise question marks and where they go within the question - To write accurate questions To use co-ordinating conjunctions (but, and, so) - To understand where a sentence ends and demarcate with a full stop - To be able to accurately punctuate a group of sentences - To explain that a conjunction links related sentences together - To understand the purpose of but - To understand the purpose of so - To orally rehearse a sentence using coordinating conjunctions - To write a sentence using coordinating conjunction - To use a sentence containing coordinating conjunctions within a longer piece of writing To use adventurous adjectives - To know what an adjective is - To identify adjectives within a sentence - To know that adjectives can mean the same thing and choose the most effective one - To select appropriate adjectives to describe a noun	Objectives To write in the past tense -To use Year 1 knowledge to explain how to change a root word to the past tense by adding the ed suffix where the root word does not change -To distinguish between vowels and consonants -To add –ed and –ing to a root word ending in –y with a consonant before it -To add – ing and –ed to words ending in –e with a consonant before it -To add –ing and –ed to words of one syllable ending in a single consonant letter after a single vowel letter (double the consonant) -To write past tense sentences, applying the spelling rules that have been taught To write using co-ordinating conjunctions -To identify the co-ordinating conjunctions within given sentences -To independently recall the co-ordinating conjunctions they have learned so far (and, but, so) -To select the most appropriate conjunction to connect two clauses -To write sentences using co-ordinating conjunctions, using accurate punctuation To use apostrophes for contracted forms -To understand that some pairs of words can be changed to become one word. Know this is called a contraction. -To know that we use an apostrophe to denote the missing letter(s). -To be able to match contractions to their expanded form (i.e. I am – I'm, will not – won't)

- To write a sentence which includes at least one adjective - To decide if an adjective is useful or not when editing - To know adjectives can be used to reflect a character's personality To independently structure a simple narrative - To consolidate the understanding of parts of a story (beginning, middle and end) - To be able to identify where events are placed within a story structure - To know which language should be used to describe the character within different parts of the story - To create a plan to structure a narrative - To use a plan to write a retelling of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation	-To be able to write contractions, positioning the apostrophe correctly -To accurately write contractions in sentences dictated by a teacher -To accurately write contractions within sentences To edit by proof-reading to check for errors in spelling, grammar and punctuation
Greater Depth To retell with a focus on a different character.	Greater Depth To write a narrative recount in role.
Year 2 Autumn 2	
<u>Narrative</u> Text: The Three Billy Goats Gruff Audience: Reception (to help with repeated language) Purpose: To retell a traditional tale with repeated events using the rule of three	<u>Non-Fiction - Recount</u> Text: The Three Billy Goats Gruff Audience: A goat Purpose: To write a narrative recount in role in letter form (as the troll)
Objectives To use the co-ordinating conjunction 'or' -To explain the purpose of a conjunction -To explain the purpose of 'or' -To orally rehearse sentences using the conjunction 'or' -To write a sentence using the conjunction 'or' To use commas in a list, including using the rule of three - To understand why we use a comma in a list - To identify what a comma looks like and be able to form one - To orally rehearse using commas in a list, understanding that we finish with 'and'	Objectives To write in the past tense - To change given root words to the past tense using spelling rules learned so far (consolidation) - To know the past tense form of a wider range of irregular verbs (i.e. drink-drank, say-said, hear-heard, make-made) - To write accurate past tense sentences To use expanded noun phrases to describe and specify -To generate expanded noun phrases using adventurous adjectives - To generate expanded noun phrases which specify - i.e. the largest goat

- To identify where the commas should go in a pre-written list sentence and be able to correctly place the 'and' - To accurately write a sentence using commas in a list, including the final 'and' - To understand the purpose of 'the rule of three' - To orally rehearse sentences using 'the rule of three' - To accurately write and punctuate sentences using 'the rule of three' To use expanded noun phrases - To accurately identify nouns and adjectives - To select an appropriate adjective to describe a noun - To understand that an expanded noun phrase is used to add more detail to a noun - To know that some expanded noun phrases can be structured: determiner - adjective – noun or determiner – adjective - adjective – noun - To identify expanded noun phrases within sentences - To generate expanded noun phrases with one adjective - To write a sentence using an expanded noun phrase with one adjective - To generate expanded noun phrases with two adjectives, understanding where the comma - To write a sentence using an expanded noun phrase with two adjectives - To use expanded noun phrases within a descriptive paragraph To independently structure a simple narrative - To create a three-part plan to structure a narrative retelling - To use a plan to write a retelling of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation	-To consider how word choices can reflect a point of view (i.e. how would the troll's description differ from that of the goats?) -To use expanded noun phrases in a sentence. To use the suffix –ly to turn an adjective into an adverb -To recognise and identify adjectives -To know that an adverb can modify another word or phrase -To recognise adverbs that end with the –ly suffix in a sentence (but also know that adverbs do not have to end with -ly) - To know that if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. -To know that when a root word has 2 syllables and ends in y with a consonant before it we change it to 'ily' To write in an informal letter form - To understand that a letter is a form of communication and that the person writing has a reason for doing so -To recognise how a letter begins and ends -To know that a letter is often written in the first person To edit by proof-reading to check for errors in spelling, grammar and punctuation
Greater Depth To choose a different traditional tale and retell.	Greater Depth To write a reply from the goat to the troll.
Year 2 Spring 1	
<u>Narrative</u> Text: Something Fishy (Literacy Shed) Audience: Children to listen to in assembly	<u>Non-Fiction – Non-chronological Report</u> Text: Something Fishy (Literacy Shed) Audience: The young girl in the video

Purpose: To plan and tell a three-part story, using expanded noun phrases	Purpose: To write a factual paragraph
Objectives	Objectives
To use expanded noun phrases to describe and specify - To generate expanded noun phrases using adventurous and appropriate adjectives -To know that an expanded noun phrase can also add detail by saying 'where' a noun is – i.e. some coral next to the rock - orally rehearse sentences using expanded noun phrases that say where a noun is -Generate expanded noun phrases that say where a noun is -Write sentences including expanded noun phrases that say where a noun is To use the subordinating conjunction 'when' -To understand that subordination is less equal than co-ordination -To know that the conjunction 'when' is used to show the time that something happened - orally rehearse sentences using 'when' -Identify where to put 'when' in given connected sentences -Write sentences using the 'when' conjunction To use sentences in different forms -To be able to explain the meaning of: statement, command, question and exclamation -To distinguish between and identify different sentence types -To be able to write the different sentence types and use accurate punctuation -To use different sentence types within one paragraph To independently structure a simple narrative - To create a three-part plan to structure a narrative retelling - To use a plan to write a retelling of a narrative - To use a plan to write their own alternative version of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives.	To understand what a fact is and be able to write a factual sentence -To know that a fact is a statement which can be proven and understand that a fact usually gives us information about something -To know that an opinion is somebody's view and cannot be proven -To distinguish between facts and opinions -To identify facts within a piece of writing -To understand that in a factual sentence we use adjectives to specify detail rather than entertain/add interest -To orally rehearse factual sentences about familiar topics -To write simple factual sentences about familiar topics To use the subordinating conjunction 'because' -To know that the conjunction 'because' is used to give a cause or reason -To identify clauses that could be connected using 'because' -To orally rehearse extended factual sentences using 'because' -To write extended factual sentences that use 'because' To identify and use subheadings -To understand that a subheading demarcates what a smaller section of writing is about -To know that a subheading can be written in the form of a word, phrase, statement or question -To identify subheadings in a given text -To write an appropriate subheading to match a paragraph To write a series of connected factual sentences about one topic -To select appropriate factual sentences to match a subheading and understand that they will all be linked to a similar topic -To write factual sentences that match a subheading -To write a series of factual sentences that connect together about one topic

	- To write a series of factual sentences that connect together about one topic, beginning to use linking words or phrases (i.e. Also, this means that, another example is). To edit by proof-reading to check for errors in spelling, grammar and punctuation
Greater Depth To re-draft a section of the text using a greater range of sentence types. (command, statement, question).	Greater Depth To write a factual paragraph about something of their choice.
Year 2 Spring 2	
<u>Narrative</u> Text: The Owl Who Was Afraid of the Dark Audience: Alternate year 2 class Purpose: To plan and tell a story in four parts with clear use of subordination and coordination	<u>Non-Fiction – Non-chronological report</u> Text: The Owl Who Was Afraid of the Dark Audience: Children who want to learn about owls Purpose: To use information from research to write a short non-chronological report, beginning to use some structural features
Objectives	Objectives
To use co-ordinating and subordinating conjunctions - To recall a range of conjunctions that have been learned so far (and, but, so, or, when, because) - To use a range of conjunctions in sentences - To understand that we use the conjunction 'if' to establish a condition - To identify clauses that can be connected using 'if' - To orally rehearse sentences using 'if' - To write sentences using the conjunction 'if' To use an apostrophe to show possession (singular) -To know that an apostrophe is a punctuation mark that can be used to show belonging -To know what an apostrophe looks like and position it correctly on a page -To identify when an apostrophe should be used to show belonging i.e. 'Ben's bag' but not 'the girls ran' -To write captions or labels using possessive apostrophes -To write sentences using possessive apostrophes	To use subordinating conjunctions to write factual sentences -To orally rehearse and write sentences using 'because' -To know that we use the conjunction 'that' to add information to a sentence to show a reason (i.e. Dad was so tired that he could not drive.) -To identify clauses that could be connected by 'that' -To orally rehearse sentences that use 'that' -To write sentences using the conjunction 'that' -To write factual sentences using the conjunction 'that' i.e. 'Penguins have layers of feathers that allow them to stay warm.' To recognise some features of a non-chronological report - To identify the title of a text - To identify the subheadings in a text - To know that non-chronological reports are written in the third person - To know that non-chronological reports are written in the past tense To use subheadings to structure a non-chronological report -To sort given facts/sentences and match them to subheadings

To add –er and –est to a root word ending in –y with a consonant before it -To explain the purpose of adding the 'er' and 'est' suffixes to a word -To know that when the root word ends in a consonant + y we change the y to i -To change given root words using the spelling rules -To write sentences using 'er' and 'est' words To independently structure a simple narrative - To create a four-part plan to structure a narrative retelling - To use a plan to write a retelling of a narrative - To use a four-part plan to write their own alternative version of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives.	-To generate subheadings by writing questions to match a given topic -To generate subheadings by writing words or phrases to match a given topic -To write a factual paragraph to match a subheading To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives for specific detail.
Greater Depth To write a section of the narrative in 1st person	Greater Depth To experiment with different layouts and features of a non-chronological report.
Year 2 Summer 1	
<u>Narrative</u> Text: One Day On Our Blue Planet Audience: Year 3 children Purpose: To plan and write a four part story using a range of sentence types and language to add detail	<u>Non-Fiction- Non-chronological Report</u> Text: One Day On Our Blue Planet Audience: Children who want to learn about the environment Purpose: To write a non-chronological report using appropriate structural features
Objectives	Objectives
To use a range of sentence types -To distinguish between and identify the different sentence types (statement, question, command, exclamation) -To be able to write the different sentence types and use accurate punctuation for each one -To use different sentence types within one paragraph To add suffixes to spell longer words, including –ment, –ness, –ful, –less	To name and identify some features of a non-chronological report - To identify the title of a text - To identify the subheadings in a text - To know that non-chronological reports are written in the third person - To know that non-chronological reports are written in the past tense - To know that a caption describes an image and identify captions in a text

-To know how the suffixes 'ment', 'ness', 'ful' and 'less' change the meaning of a root word - To know that if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. - To know that if the root word has more than one syllable and ends in a consonant + y we use an i i.e. happiness - To change given root words by adding the suffixes - To orally rehearse sentences using the suffix words - To write sentences using the suffix words To independently structure a simple narrative - To use a four-part plan to write their own alternative version of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices	- To recognise a bullet point list and understand the function and layout To use the structural features of a non-chronological report - To write an appropriate caption to match an image - To write a bullet point list, positioning bullet points appropriately - To generate subheadings (using own choice of format) for a non-chronological report - To write factual paragraphs using the third person and past tense To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices
Greater Depth To re-draft the story with a different setting.	Greater Depth To write a non-chronological report independently about their own chosen topic.
Year 2 Summer 2	
<u>Narrative</u> Text: We're Going on a Bear Hunt Audience: Year 1 children Purpose: To plan and write a familiar story with a range of sentence types, applying the skills of Year 2	<u>Non-Fiction - Recount</u> Text: We're Going on a Bear Hunt Audience: Bear's diary Purpose: To write a detailed narrative recount in role in diary form
Objectives To use co-ordinating and subordinating conjunctions -To recall all of the conjunctions learned in Year 1 and 2 -To select the most appropriate conjunction to connect given clauses -To write sentences using a range of conjunctions -To use a range of conjunctions within a longer piece of writing To use adventurous vocabulary to influence meaning -To consider how adjective choice can change the effect – i.e. the exciting journey vs the stressful journey	Objectives To add detail to describe real events -To ask questions about a simple sentence to consider more detail. -To generate ideas to add extra sentences with detail. I.e. It was the weekend when we went on our journey. It was raining. We woke up early. We had been waiting all week. -To write groups of connected sentences that add detail to one idea. <i>Teacher Assessment: consolidate relevant SPAG objectives as needed (i.e. past tense rules)</i> To write in an informal diary form

-To experiment by changing the adjectives in a sentence to change the meaning -To use expanded noun phrases in a descriptive paragraph -To generate synonyms for verbs -To use exciting verbs in sentences <i>Teacher Assessment: revisit other Y2 SPaG objectives if needed to consolidate before planning and writing</i> To independently structure a simple narrative - To use a plan to write their own detailed retelling of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices	- To understand that a diary is personal and would contain private thoughts. Know that people record real events in a diary. -To know that a diary is written in the first person -To know that a diary is written in the past tense To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices
Greater Depth To use a plan to write their own alternative version of a narrative	Greater Depth To write a recount in a different form.

Year 3 Autumn 1

National Curriculum Objectives

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, as
- Using conjunctions and adverbs to express time and cause
- Using fronted adverbials
- Learning the grammar for year 3 in the English Appendix 2

Indicate grammatical and other features by:

- Using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech (with inverted commas)
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

New Key vocabulary

Preposition
Boundary
Reporting clause
Dialogue
Inverted comma
Formal/ Informal

Narrative

Text: The Lighthouse (Literacy Shed)

Audience: Year 3 children who like adventures

Purpose: To write a 4 part narrative in the first person with a clear ending (retell)

Objectives

Maintain writing in the 1st person within and across paragraphs.

- To know which other words are associated with the 1st person
- To use personal pronouns to avoid repetition
- To use the 1st person within a paragraph

Demarcate sentences with capital letters and full stops, including capital letters for proper nouns.

- To know the difference between nouns and proper nouns

Non-Fiction

Text: The Lighthouse (Literacy Shed)

Audience: Someone who wants to be a lighthouse keeper

Purpose: To write a simple procedural text

Objectives

Extend sentences using co-ordinating conjunctions (FANBOYS)

- To know when sentences are linked to each other
- To use a range of co-ordinating conjunctions to join linked sentences

Use commas to separate items within a list

Write a process in chronological order,

- To use capital letters for proper nouns within a sentence - To use full stops to demarcate the end of a sentence - To be able to identify a new subject and verb and demarcate with a full stop and capital letter Identify and use adverbs within a sentence - To understand the role of an adverb and identify them within sentences - To orally rehearse sentences using adverbs within different positions in a sentence - To write sentences using adverbs, including those at the beginning of a sentence. Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far Use diagonal and horizontal strokes needed to join letters in some of their writing	- To know the language and layout features of a procedural text - To know that conjunctions can be used to express time, place and cause - To know that adverbs can be used to express time, place and cause - To plan a recount of a process - To write a procedural text with paragraphs around one subject
Greater Depth Write the same events in a different form (e.g. as a letter or diary)	Greater Depth To write a procedural text for a different audience
Year 3 Autumn 2	
<u>Narrative</u> Text: The Tin Forest Audience: To children who like fantasy worlds Purpose: To write a story in the 3rd person organised into a clear sequence	<u>Non-Fiction</u> Text: The Tin Forest Audience: The old man Purpose: A non-chronological report which links paragraphs
Objectives	Objectives
Maintain writing in the 3rd person within and across paragraphs. - To know the difference between 1st and 3rd person - To know the difference between 1st and 3rd person pronouns - To be able to change 1st person sentences into 3rd person sentences - To orally rehearse sentences using the 3rd person - To write multiple sentences using the 3rd person To identify and use pronouns to avoid repetition - To identify pronouns within a sentence	With support begin to use paragraphs to organise ideas - group sentences of the same topic - To identify the purpose of a paragraph and identify that they are only about one subject - To identify sentences which are about the same subject - To plan a paragraph about one subject - To begin to write a paragraph where sentences of the same topic are grouped.

- To know the function of pronouns within a sentence - To replace nouns within sentences with pronouns - To write group sentences using pronouns Identify and use adverbs at the beginning of a sentence and begin to mark boundary with a comma - To know that adverbs and adverbials can begin a sentence - To know that adverbials must be separated from a main clause by a comma - To orally rehearse sentences with adverbials - To begin to write sentences with adverbials and marked boundaries	Extend sentences using subordinating conjunctions (because, when, <i>if</i>) - To know the differences between co-ordinating and subordinating conjunctions - To identify subordinating conjunctions within a sentence and understand that their positioning can move - To know the difference between a subordinate and a main clause - To understand that the conjunction if shows a conditional - To include if, because or when within complex sentences
Greater Depth To write a section of the story in the 1st person.	Greater Depth To write the report in a different format.
Year 3 Spring 1	
<u>Narrative</u> Text: The Lost Happy Endings Audience: Year 2 children (linked to traditional tales language) Purpose: To write a story with a clear effect on the audience	<u>Non-Fiction</u> Text: How do plants grow (Grammarsaurus) Audience: Children who want to grow plants Purpose: To write an explanation of a simple scientific process (How Plants Grow)
Objectives To choose language for a specific purpose - To compare sections of the text which create different atmospheres - To gather language which creates a specific effect on the reader - To clarify the meaning of new vocabulary - To use new vocabulary within a sentence to create an effect on the reader Begin to experiment with figurative language - To identify similes used within a text - To understand that a simile compares two separate entities - To generate similes which create imagery - To use similes within a sentence which makes sense Begin to use inverted commas to mark direct speech - identify the character speaking and demarcate with inverted commas.	Objectives Identify how language and presentation contribute to meaning. - Identify the layout features used within an explanation text for children - Identify the language features used within an explanation text - Develop an understanding of the technical vocabulary used within an explanation text on the same subject Use headings and sub headings to aid presentation - Identify the style of language used in headings and subheadings - Identify appropriate subheadings based on the context of paragraphs - Plan paragraphs based around the created subheadings Organise paragraphs around one particular theme - Plan paragraphs to include more than one fact

- To know when a character is speaking - To know the difference between speech and a reporting clause - To identify that when a character speaks, there should be inverted commas around the spoken words. - To begin to use inverted commas around speech.	- Identify the appropriate scientific vocabulary to include within the paragraph - Demarcate sentences with capital letters and full stops. - Make links between paragraphs by using repeated pronouns or nouns.
Greater Depth Re-draft a section of the story changing the effect	Greater Depth To change the layout into a different form.
Year 3 Spring 2	
<u>Narrative</u> Text: Oliver and the Seawigs Audience: Children who enjoy adventure stories Purpose: To write a 5 part narrative with a clear dilemma	<u>Non-Fiction</u> Text: Oliver and The Seawigs Audience: Cliff, Iris or Oliver (characters from the book, writing in role) Purpose: To write an informal letter in role
Objectives	Objectives
Extend sentences using subordinating conjunctions (because, when, <i>if, although, since, while,</i>) - To know the differences between co-ordinating and subordinating conjunctions - To identify subordinating conjunctions within a sentence and understand that their positioning can move - To know the difference between a subordinate and a main clause and ensure all sentences have a main clause - To understand that the conjunction if shows a conditional - To begin to demarcate subordinate clause with comma when required - To include wider range of subordinating conjunctions within complex sentences Use simple sentences to add tension during the dilemma - To identify when simple sentences are effectively used - To write grammatical short simple sentences to add tension - To understand that the short simple sentences work effectively in groups of 3. Choose precise nouns and verbs to create a specific impact on the reader and give clues as to author's viewpoint.	To use apostrophes accurately - To know how to use apostrophes for contraction, including less common occurrences - To use apostrophes for singular possession - To use apostrophes for plural possession - To know when not to use apostrophes Use simple, compound and complex sentences within writing. - To understand that a simple sentence is made from one clause - To understand that a compound sentence is made from two main clauses and that coordinating conjunctions join them - To understand that a complex sentence is made from a main clause and subordinate clause and that a subordinating conjunction joins them. - To be able to identify the difference between simple, compound and complex sentences - To be able to write complex sentences which are punctuated with a comma if the sentence begins with a subordinate clause - To be able to write simple, compound and complex sentences which are correctly demarcated with capital letters and full stops.

- To identify nouns and verbs and identify the viewpoint they present - To plan a narrative and choose appropriate nouns and verbs for each section of the text - To use a thesaurus to find new words which suit the purpose - To write sentences using a wide range of vocabulary to imply viewpoint.	Form paragraphs with sufficient detail avoiding repetition - Identify the function of paragraphs and how each sentence builds upon previous - Plan paragraphs with key points for each sentence - Maintain person and tense within paragraph - Choose nouns or pronouns for clarity and avoid repetition
Greater Depth To re-draft the ending with an alternate solution.	Greater Depth Write the letter to a different character.
Year 3 Summer 1	
<u>Narrative</u> Text: Greta and the Giants Audience: Children who want to learn about the environment Purpose: To write a story with clear problem and resolution	<u>Non-Fiction</u> Text: Greta and the Giants Audience: Mrs Farley (eco lead and club) Purpose: To write a formal letter to persuade
Objectives	Objectives
Use expanded noun phrases to add detail and precision - To have a clear understanding of the structure of a noun phrase - To identify effective and less effective noun phrases within writing - To create expanded noun phrases with well thought out adjectives - To create expanded noun phrases with well thought out nouns - To use expanded noun phrases within a sentence Write well-structured paragraphs which build on previous detail - To plan paragraphs which are around one subject or time period - To use repeated nouns or pronouns to create cohesion within the paragraph - To use adjectives which create cohesion within the paragraph - To write grammatical sentences organised into a paragraph Use a range of sentence types within paragraphs - To know the difference between compound and complex sentences - To be able to write a complex sentence with a clear main clause - To use a range of conjunctions to join sentences - To link sentences within a paragraph	Use adjectives which are factual - To know the difference between fact and opinion - To identify adjectives which remain factual - To use factual adjectives to describe a subject - To use factual adjectives within grammatical sentences - To write grammatical compound and complex sentences Use emotive language to convey a view point - To identify emotive language within a text of similar purpose - To use a dictionary to clarify the meaning of new vocabulary - To build sentences using emotive vocabulary Use rhetorical questions to suit the purpose - To identify rhetorical questions used for a similar purpose - To orally rehearse effective rhetorical questions - To write linked sentences, which includes an effective rhetorical question
Greater Depth Change the audience to children from a younger year group.	Greater Depth To write an informal letter to persuade.
Year 3 Summer 2	

<u>Narrative</u> Text: The Owl Tree Audience: To children who read bedtime stories Purpose: To write a story using a familiar structure	<u>Non-Fiction</u> Text: The Owl Tree Audience: Children who want to learn about animals Purpose: To write a non-chronological report which has links between paragraphs
Objectives Understand what compound and complex sentences are. - To identify the conjunctions used in compound and complex sentences - To write compound and complex sentences with main clauses - To understanding compound and complex sentences can provide additional information Securely use inverted commas to show character dialogue - To know that inverted commas show when a character is talking - To use inverted commas when writing sentences which include dialogue Use additional detail in the reporting clause to move the action forward - To identify the reporting clause in dialogue - To identify that not all sentences have reporting clauses - To edit and improve reporting clauses to move the action forward - To write sentences including dialogue with a reporting clause to move the action forward.	Objectives Structure writing using an introductory paragraph - To identify the function of an opening paragraph in non-chronological reports - To orally rehearse an opening paragraph based on known facts - To generate vocabulary which is appropriate to use in an introductory paragraph - To identify the tense used within introductory paragraphs - To write an opening paragraph which introduces a topic using appropriate vocabulary Use sub-headings which are precise and engaging to the audience - To identify the different sentence types that can be used to create subheadings - To explain subheadings which use a play on words to engage the reader - Use different sentence types to create subheadings Organise paragraphs about one theme and begin each paragraph with a topical sentence - To fully understand the purpose of a paragraph and when a new paragraph begins - To match topic sentences to the main body of a paragraph - To plan a paragraph and topical sentence - To draft a paragraph using a topical sentence
Greater Depth To re-draft a section of the story focussing on using varied sentence types to move the action forward	Greater Depth To change the layout of the report to draw the audience's attention to different aspects. E.g. fun facts

Year 4 Autumn 1

National Curriculum Objectives Develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including if, because, as, when and although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause - Using fronted adverbials - Learning the grammar for year 4 in the English Appendix 2 Indicate grammatical and other features by: - Using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - Using and punctuating direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading		New Key vocabulary Fronted adverbials of time Direct speech Inverted commas Speech verb Present perfect tense
<u>Narrative</u> Text: Wisp (A story of hope) Audience: Younger Siblings for bedtime story Purpose: To plan and write their own version of a familiar story	<u>Non-Fiction</u> Text: Wisp Audience: Children in Year 4 Purpose: To write an informal persuasive letter	
Objectives Demarcate sentences with capital letters and full stops, including capital letters for proper nouns. - To know the difference between nouns and proper nouns - To use capital letters for proper nouns within a sentence - To use full stops to demarcate the end of a sentence - To identify and recognise pronouns can introduce a new subject - To be able to identify a new subject and verb and demarcate with a full stop and capital letter - To identify run on sentences and edit with a full stop.	Objectives To identify the language and layout features of a persuasive letter - Understand the purpose of different persuasive texts - Identify the layout features of a letter and the function of each feature - Within a persuasive letter, identify rule of three, emotive language and rhetorical questions - Understand the effect of using the language features of a persuasive letter Use emotive language to convey a view point - To identify emotive language within a text of similar purpose	

Identify and use features of traditional tales suitable for a specific audience • Identify how and why authors use rule of three in traditional tales • Identify the difference between an effective and ineffective rule of three, focussing on the use of adjectives • Correctly punctuate sentences which include the rule of three • Identify how character archetypes are described through author's choice of language • Generate rich and varied vocabulary to describe two contrasting characters • Use rich and varied vocabulary to describe two distinct characters Plan and write their own version of a familiar story focussing on varied and rich vocabulary • Identify the structure of traditional tales • Identify how language is chosen specifically for each part of the narrative • Plan their own version of a familiar story, thinking about the audience • Write a traditional tale using language appropriate for younger children which utilises strategies from traditional tales	– To use a dictionary to clarify the meaning of new vocabulary – To build sentences using emotive vocabulary Use rhetorical questions to suit the purpose - To identify rhetorical questions used for a similar purpose - To orally rehearse effective rhetorical questions - To independently write linked sentences, which includes an effective rhetorical question
Greater Depth Change one specific aspect of the story	Greater Depth To write a letter for a different purpose. E.g. to recount an event
Year 4 Autumn 2	
<u>Narrative</u> Text: The Iron Man Audience: Children in the other Year 4 class Purpose: To plan and write an entire 5 part story	<u>Non-Fiction</u> Text: The Iron man Audience: A varying online audience Purpose: To write a recount in the style of a blog
Objectives	Objectives
To use prepositions to express time and cause. - To be fully confident in understanding the differences between verbs and nouns (to distinguish between adverbs and prepositions in future) - To understand the different purposes of a preposition	To understand and use different forms of the past tense - To identify past perfect verbs - To identify past progressive verbs - To understand the difference between past perfect and past progressive tense

- To collate examples of prepositions used to express time, and cause - To use prepositions within a sentence to express time, and cause - To use prepositions in extended pieces of writing to show time and cause To extend the range of sentences with more than one clause by using a wider range of conjunctions - To understand the purpose of a subordinating conjunction - To understand the purpose of each specific conjunction (specifically progressing beyond although, while and since) - To use each conjunction accurately in a sentence with correct punctuation Securely use inverted commas to show character dialogue - To know that inverted commas show when a character is talking - To use inverted commas when writing sentences which include dialogue - To ensure correct sentence punctuation within sentences using dialogue.	- To write sentences using past perfect - To write sentences using past progressive - Ensure accuracy and consistency in subject use of past tense and subject verb agreements To use the possessive apostrophes - To identify the difference between singular and plural nouns - Use the possessive apostrophe to indicate possession with singular nouns. - Use the possessive apostrophe to indicate possession with plural nouns. To identify the language features of blog writing - To understand the reasons why people write blogs and who they are aimed at - To understand that the audience of a blog is wider than conventional literature - To gather examples of vocabulary used within a blog - To understand that different blogs have different styles and language is used to reflect this
Greater Depth Change the ending of the story and select their own language and grammar choices	Greater Depth Change the audience and form, re-draft to be in the style of a diary
Year 4 Spring 1	
<u>Narrative</u> Text: What the Elephant heard Audience: Younger children who've just arrived Purpose: To write a story with clear organisational devices	<u>Non-Fiction</u> Text: What the elephant heard Audience: Children who want to learn about the topic Purpose: To write an explanation about an animal using technical vocabulary
Objectives To use a range of simple, compound and complex sentences - To identify different sentence types in a text and why they are used. - To identify simple and compound sentences and explain the difference between them	Objectives To use conjunctions which explain cause and effect - To identify causal conjunctions - To understand the clause following the conjunction must offer explanation - To use causal conjunctions within a sentence

- To write simple and compound sentences which are accurately punctuated - To use a wide range of subordinating conjunctions within complex sentences - To build a paragraph which uses a range of sentence structures (simple, compound and complex) - To use fronted adverbials as an organisational device - To understand the difference between adverbs and adverbials - To identify the purpose of adverbials within sentences - To understand that adverbials can signpost time and place - To write sentences which include a fronted adverbial and are demarcated with a comma - Write linked sentences using adverbials to signpost the reader To blend fact and fiction into a narrative which entertains - To understand that factual information can be provided in narratives - To identify the difference between fact and fiction - To write a sentence suitable for a narrative which incorporates factual information - To plan and write a narrative with a mixture of information and fictitious ideas through descriptive writing	- To embed the use of causal conjunctions across a paragraph To choose sentence type based on the amount of information required - To understand that compound and complex sentences allow for additional information to be provided - To understand that additional detail or facts can be embedded within a complex sentence using drop in clauses - To begin to experiment with relative clauses to provide additional information - To use a range of compound and complex sentences within a factual paragraph
Greater Depth Choose a section of the text to re-draft focussing on improving the language choices for the reader	Greater Depth Change the form of the text whilst retaining the same information

Year 4 Spring 2

<u>Narrative</u> Text: Rock Paper Scissors Audience: Children in the year above Purpose: To write a longer story which sets the scene	<u>Non-Fiction</u> Text: Rock paper Scissors Audience: Children in previous year groups Purpose: To write an explanation for younger children
Objectives To identify and use words that capture the imagination • To identify the ways in which an author sets a scene and the impact this has on the reader • To explain what a simile is and make comparisons between effective and ineffective similes • To generate adventurous and varied adjectives with a specific focus on the reader • To use adventurous and varied adjectives within sentences • To write similes which are expanded beyond a simple idea • To embed figurative language within the description of a scene To create cohesion within and across paragraphs - I can identify pronouns and explain how they're used across sentences - Use pronouns to create cohesion across paragraphs and avoid repetition. - Use repeated words and phrases to create cohesion across paragraphs	Objectives Organise paragraphs around one particular theme - Plan paragraphs to include more than one fact based on the same subject. - Identify the appropriate scientific vocabulary to include within the paragraph - Demarcate sentences with capital letters and full stops. - Make links between paragraphs by using repeated pronouns or nouns. To extend the range of sentences to explain time, sequence, and cause - To use a wider range of conjunctions to create multi-clause sentences explaining how or why things happen in the game. - To use time adverbs and prepositions (e.g., then, next, after, during) to clearly sequence the steps of the game for a younger audience. To use fronted adverbials to introduce sentences and vary structure - To identify and use fronted adverbials of time or order (e.g., Before playing, On the count of three, In this round,). - To apply the correct punctuation by placing a comma after a fronted adverbial.
Greater Depth Write a setting description of a contrasting scene using a different tone	Greater Depth Independently choose layout features which make the text more engaging for the audience

Year 4 Summer 1

<u>Narrative</u> Text: Kensuke's Kingdom Audience: Children in assembly Purpose: To write in role as a character from a story	<u>Non-Fiction</u> Text: Kensuke's Kingdom Audience: People who want to learn about the event Purpose: To write a formal recount in the style of a newspaper
Objectives Securely use inverted commas and further speech punctuation to show character dialogue - To be fully secure in the placement of inverted commas - To understand speech can be split into parts - To be fully secure in using inverted commas where speech has been split - To use inverted commas to demarcate dialogue between two characters - To identify and use appropriate reporting clauses which show an understanding of how verb choice impacts the reader To write paragraphs that have a combination of simple, compound and complex sentences. - To understand why simple sentences can be effective. - To understand that simple sentences can show characterisation - To understand when compound/complex sentences are more appropriate - To write a paragraph which utilises all sentence types	Objectives To use a variety of sentence structures within sentences (relative clauses) - To identify relative pronouns and their function (to fully understand that relative clauses describe nouns) - To use relative pronouns within a sentence to introduce relative clauses - To punctuate defining and non-defining relative clauses accurately within sentences To organise writing into paragraphs with a clear link between paragraphs - To know that adverbs can make links between paragraphs - To know that repetition of a noun or pronoun can create cohesion across paragraphs - To write a newspaper report where paragraphs build upon previous paragraphs using repeated nouns or adverbs. To identify and understand the features of a newspaper report. - To identify the purpose of each section within a newspaper report - To identify the difference between formal and informal language - To change informal sentences into formal sentences based on vocabulary choices - To plan a newspaper report using the same structure - To write a newspaper report which uses the language and layout features identified
Greater Depth Choose a separate section of the story to retell where the character is feeling a different emotion and use language to reflect this	Greater Depth To choose their own impersonal format and ensure language choices reflect this form

Year 4 Summer 2	
<u>Narrative</u> Text: Wonder Audience: Children in the previous year group Purpose: To write a story with a clear central character, using show not tell	<u>Non-Fiction</u> Text: Wonder Audience: Childre who are in the Wellbeing team Purpose: To write an informal letter to persuade
Objectives To use show not tell techniques - To identify the difference between showing and telling the reader about a character - To identify the ways in which an author implies description about a character - To generate ways to describe a character without being explicit - To write sentences which include a simile to show how a character is feeling - To write a paragraph which uses show not tell techniques throughout the sentences To write in role as a character - To understand the difference between first person and third person - To understand a character's behaviours can convey emotion - To identify how colloquialisms can be used consistently to develop characterisation - To gather and use language which represents a character's emotions - To plan a narrative in role as a character from a story - To independently maintain writing from a first-person perspective	Objectives To use effective rhetorical questions to persuade - To understand the purpose of rhetorical questions within the genre - To compare effective and ineffective rhetorical questions - To generate effective rhetorical questions within a paragraph To use a range of persuasive techniques within writing - To identify the purpose of leading phrases and the impact they have upon the reader - To generate a range of leading phrases suitable for the genre and use within sentences - To identify emotive language and how it is used throughout a persuasive letter - To generate emotive language to use within persuasive sentences - To plan and write a persuasive letter using the features taught in Year 4 and previously
Greater Depth Re-draft a section to be written in the third person and think about how the language would change	Greater Depth Write a formal letter to a different audience
Year 5 Autumn 1	
National Curriculum Objectives Develop their understanding of the concepts set out in English Appendix 2 by:	New Key vocabulary Relative clause

• Recognising vocabulary and structures that are appropriate for formal speech and writing • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 in English Appendix 2 Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and • appropriately in discussing their writing and reading.	Defining clause Non defining clause Simile Metaphor Hyperbole Conditional Causal conjunctions
<u>Narrative</u> Text: There's a Boy in the Girls' Bathroom Audience: Other Year 5 class Purpose: To plan tell a short section of narrative which amuses the reader	<u>Non-Fiction</u> Text: There's a Boy in the Girls' Bathroom Audience: Clara Purpose: To write a formal persuasive letter
<u>Objectives</u> To use correctly punctuated dialogue - To use the correct punctuation for dialogue, including where dialogue is separated between reporting clauses. - To write reporting clauses which show action - To use non-standard English within dialogue To use precise adjectives to create mood. - To identify and collect expanded noun phrases. - Use expanded noun phrases to convey complicated information concisely - Identify how too many adjectives can be detrimental to the effect	<u>Objectives</u> To use formal persuasive language examples within their writing. - To understand what is meant by formal tone - To understand the difference between a formal and informal tone - To identify the ways in which an author uses formal tone - To change sentences from informal to formal - To maintain a formal tone throughout a paragraph To use leading phrases within a persuasion text - Identify how leading phrases are used in persuasion

- Experiment with a range of expanded noun phrases to add detail, - Use expanded noun phrases to write a setting description. To effectively set the scene - To identify the ways in which authors set the scene - To know the difference between nouns and proper nouns - To know when to use capital letters within sentences using expanded noun phrases - To be able to write expanded noun phrases - To write expanded noun phrases with precise choice of adjectives	- Create a bank of leading phrases to use within a discussion text - Use leading phrases to build persuasive sentences - Include leading phrases within a paragraph To begin to use rhetorical questions to engage the reader. - Identify the purpose of rhetorical questions within a text - To sort rhetorical questions into those which are effective and those which are less effective - To write sentences using rhetorical questions which are punctuated correctly - Write rhetorical questions within a paragraph
Greater Depth Change the purpose to make the audience feel sympathy for Bradley at a specific point in the text	Greater Depth To write an informal persuasive letter to a different audience
Year 5 Autumn 2	
<u>Narrative</u> Text: I talk like a river Audience: Children who feel anxious Purpose: To write a 5-part story to evoke empathy	<u>Non-Fiction</u> Text: Counting on Katherine Audience: Children who are learning about space Purpose: To write a biography to present factual information
Objectives Use expanded noun phrases with prepositional phrases - To understand what is meant by expanded noun phrases, including the word class of the words - To identify how 'with' links a prepositional phrase to the expanded noun phrase - To generate expanded noun phrases with prepositional phrases (in isolation) - To use expanded noun phrases within a sentence (with main clause)	Objectives Use conjunctions showing cause and effect. - Identify causal conjunctions and their purpose - Understand the language used in cause and effect. - Choose appropriate causal conjunctions to complete sentences - Use conjunctions between two independent clauses to show cause and effect. - Use conjunctions showing cause and effect within a biography.

Begin to experiment with wider figurative language - To identify similes and metaphors used within a text - To understand the difference between a simile and metaphor - To sort similes and metaphors to show an understanding of them both - To generate similes within a sentence - To generate metaphors which are used within a sentence - To re-draft metaphors to choose more effective examples - To understand what is meant by hyperbole and the desired effect upon the reader To use parenthesis for clarity - To understand the purpose of parenthesis - To identify which information can be shown in parenthesis - To understand the difference between commas and brackets - To select the correct punctuation for parenthesis	To use parenthesis within a paragraph to provide sufficient information to the reader - To understand that parenthesis can be used to clarify or expand information - To understand that removing parenthesis does not change the meaning of the sentence - To write a sentence using parenthesis - To include parenthesis within a paragraph to provide sufficient information to the reader
Greater Depth Re-draft a section of the text making the writing succinct but effectual	Greater Depth To change the form of an explanation text, to write a script for a online tutorial
Year 5 Spring 1	
<u>Narrative</u> Text: The Nowhere Emporium Audience: Fans of Harry Potter Purpose: To write in the style of a particular author	<u>Non-Fiction</u> Text: The Nowhere Emporium Audience: Mr Silver Purpose: To write a letter
Objectives	Objectives
To use a variety of sentence structures - To confidently understand the difference between compound and complex sentences - To write compound and complex sentences with the correct punctuation for subordinate clauses - Identify types of phrases which can be used within a sentences - Identify the purpose of prepositional and adverbial phrases - Use prepositional and adverbial phrases within a sentence	Use conditionals within sentences to show theories - To begin to understand what a conditional within a sentence is. - To begin to use 'if' at the beginning of the conditional sentence. - To begin to write sentences which use conditional for persuasive effect

- Use a variety of simple, multi-clause and complex sentences to interest the reader within a paragraph To compare and identify features of a particular author - To identify similarities between plot points used by two authors - To identify the language features used by both authors - To generate own ideas of language features used by both authors - To use structure utilised by other authors to plan and write own chapter of a text	To be able to write a letter with adverbials to sequences within and across paragraphs - To recognise how an author creates a sequence within a paragraph - To recognise how an author creates a sequence across paragraphs - To identify adverbs within a sentence - To use adverbs within sentences to create a sequence
Greater Depth Re-tell a section of the text in the style of their own chosen author	Greater Depth To choose a section of the discussion text that could be adapted into a speech
Year 5 Spring 2	
<u>Narrative</u> Text: Romeo and Juliet Audience: Parents for a performance Purpose: To retell a story from the viewpoint of another character	<u>Non-Fiction</u> Text: Romeo and Juliet Audience: Parents for a performance Purpose: To write a persuasive speech
Objectives To use figurative language to convey viewpoint - To identify ways in which an author shows a narrator's viewpoint through the use of similes, metaphors and hyperbole, and the impact it has on the reader. - To sort similes and metaphors into the viewpoint they convey - To generate adventurous similes and metaphors which show narrator's view point - To generate examples of hyperbole that would suit the viewpoint of the narrator - To use a range of figurative language, including hyperbole, to show a character's viewpoint across a narrative	Objectives Effectively use rhetorical questions to engage the reader. • Understand how rhetorical questions engages the reader. • To sort rhetorical questions into those which are effective and those which are less effective • Draft and re-draft rhetorical questions to improve their persuasive effect • Write rhetorical questions within their persuasive speech Use modal verbs to indicate degrees of possibility. • Collect examples of modal verbs and use them in sentences to indicate degrees of possibility. • Identify how modal verbs are used to persuade.

Use parenthesis to provide the reader with additional detail, understanding the weighting of dashes. - To understand that different forms of punctuation are used to add parenthesis. - To understand the nuance between different punctuation for parenthesis - To understand dashes are usually used for emphasis or surprise - To write sentences which effectively use dashes	- Orally rehearse using modal verbs in sentences to persuade. - Write paragraphs using modal verbs to indicate degrees of possibility.
Greater Depth Change the form of the writing – show character’s viewpoint through a diary, blog or letter	Greater Depth Change the viewpoint of the speech and independently make language choices to reflect this
Year 5 Summer 1	
<u>Narrative</u> Text: The 1000 year old boy Audience: Children in assembly Purpose: To write a non-linear narrative experimenting with different formalities	<u>Non-Fiction</u> Text: The 1000 year old boy Audience: Alfie Purpose: To write a balanced argument
Objectives To build cohesion within a paragraph - To identify the structure of a paragraph - To identify how sentences either expand upon the previous or introduce new information - To look at the vocabulary used to link sentences - To understand how pronouns can be used to develop cohesion and avoid overuse of nouns - To write a paragraph which uses cohesive devices - Write with a non-linear structure. - To identify how the author uses non-linear methods to tell a story - To plot the events of several (non-linear) chapters in chronological order	Objectives Use conditionals within sentences to show theories - To understand what a conditional within a sentence is. - To use ‘if’ at the beginning of the conditional sentence. - To understand the punctuation required if a sentence begins with a conditional - To write sentences which use conditional for persuasive effect Use relative clauses, and begin to use those where the relative pronoun is omitted - Begin to understand the difference between relative clauses which use/omit the relative pronoun and the impact this has on the reader - Begin to select whether to use or omit the relative pronoun within sentences

- To identify how author shows change in time (or narrator) through use of language, tense changes, sentence structure or adverbs - To write a non-linear narrative showing changes between narration	- Begin to use a range of relative clauses across a paragraph for clarity, explanation or emphasis
Greater Depth Choose one section of the text and change the narrator, showing a shift in viewpoint through the language choices and way in which story is described.	Greater Depth To write a biased speech, identifying the author's viewpoint clearly
Year 5 Summer 2	
<u>Narrative</u> Text: Holes Audience: Stanley's future son Purpose: To write a story with dialogue to move the action forward	<u>Non-Fiction</u> Text: Holes Audience: The staff at Camp Green lake Purpose: To write an explanation for a specific audience
Objectives To effectively embed dialogue within a paragraph - To punctuate examples of dialogue correctly - To identify when dialogue is appropriate and when it is overused - To condense an example of dialogue into a more succinct example - To include dialogue selectively within a paragraph To embed relative clauses with or without pronoun - To understand that relative clauses can be defining or non-defining - To use the correct punctuation for defining relative clauses - To use the correct punctuation for non-defining relative clauses - To identify examples where relative pronouns have not been used - To write sentences where relative pronoun is not required	Objectives Use conjunctions showing cause and effect - Identify conjunctions that show cause and effect within texts. - Use a range of causal conjunctions when writing a sentence - Use conjunctions within writing to show cause and effect. Begin to use language and layout devices of an explanation text - Compare the language devices across many examples of explanation. - Identify the layout features used across examples of explanation texts - To plan an extended piece of writing identifying opportunities for additional layout features to be utilised. - Effectively choose the language devices suitable for each section of the text

- To include relative clauses with or without pronoun across a paragraph	
Greater Depth Re-write the story where the dialogue develops a specific character through clear characterisation and language choices	Greater Depth Re-draft the text to suit a new audience – parents or prospective children, and identify how persuasion would also be evident

Year 6 Autumn 1

National Curriculum Objectives

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

New Key vocabulary

Semi-colon
Colon
Ambiguity
Clarify
Hyphen
Subjunctive
Cohesion
Dashes

Narrative

Text: Alma

Audience: Children who wish to be scared

Purpose: To plan and write a narrative with a distinctive atmosphere

Objectives

Non-Fiction

Text: Shackleton's Journey

Audience: Fans of Ernest Shackleton and prospective mountaineers

Purpose: To celebrate a celebrity's success

Objectives

Use repetition or words, phrases and sentence structures for dramatic effect - To identify how repetition can develop a suspenseful atmosphere - To write sentences (or grouped sentences) where repetition of a word or phrase is used for dramatic effect - To identify the various sentence structures that can be used to build tension - To use specific repeated sentence structures to build tension across a paragraph Use metaphors to create a specific atmosphere - Identify the use of metaphors within suspense writing - To compare well developed and effective metaphors to those which are less effective - To use metaphors to describe a character within a text aiming to build tension - To use contrasting metaphors to identify different atmospheres such as safety/danger	Use hyphens for compound words to avoid ambiguity. - To understand the purpose of hyphens - To choose when to hyphenate words to avoid ambiguity Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. - To fully understand the various purposes of conjunctions, adverbs and prepositions - To use each of the terms for a variety of purposes within a piece of writing - To carefully select each of the grammatical elements to link or build upon ideas throughout a paragraph - To carefully select each of the elements to provide clear exemplification with specific focus on the impact on the reader
Greater Depth Introduce a character to continue the narrative and show characterisation through dialogue	Greater Depth To redraft the information within the interview as part of a biography
Year 6 Autumn 2	
<u>Narrative</u> Text: Macbeth Audience: Children who enjoy the work of Shakespeare Purpose: To turn a playscript into a narrative	<u>Non-Fiction</u> Text: Macbeth Audience: Macbeth (from Banquo) Purpose: To convince and convey a point of view
Objectives Use the full range of speech punctuation accurately within dialogue which advances the action or develops a character - Identify the difference between speech which advances the action and speech which develops a character	Objectives Use a range of subordinating and coordinating conjunctions effectively to link ideas in and across paragraphs. - Use a full range of co-ordinating and subordinating conjunctions at different points in sentences

- To identify what can be learnt from a character by their dialogue - To identify how dialogue can move a plot forward and the techniques used to do so - To use inverted commas to develop a character speaking - To use a comma to separate the reporting clause - To use capital letters in the correct place during speech, particularly when the speech has been separated into two parts. - To plan specific examples of dialogue which suit a purpose - To write grammatical examples of dialogue which advance the action and develop a character Use relative clauses with relative pronouns and begin to use relative clauses with an omitted relative pronoun - Understand the difference between relative clauses which use/omit the relative pronoun and the impact this has on the reader - Effectively select whether to use or omit the relative pronoun within sentences - Use a range of relative clauses, embedded within multi clause sentences, for specific effect	- Use the correct punctuation to mark boundaries between clauses when conjunctions are at various positions within the sentence - Use conjunctions to effectively link ideas within the paragraphs - Use conjunctions to make links between paragraphs I can use formal structures within a speech (if appropriate to audience) - I can identify examples of the subjunctive form - I can write sentences including the subjunctive form - I can use the subjunctive form within a paragraph
Greater Depth To independently choose another section of Macbeth and write independently	Greater Depth To write an informal letter from Macbeth to Lady Macbeth
Year 6 Spring 1	
<u>Narrative</u> Text: Rose Blanche Audience: Fans of historical fiction Purpose: To write a narrative with a clear historical setting	<u>Non-Fiction</u> Text: N/A Audience: Adults or children who want to find out about Derwent Hill Purpose: To persuade people to visit Derwent Hill
Objectives Use sentences which include a variety of compound and complex clauses - To identify embedded clauses within complex sentences	Objectives To make deliberate choices which show a view point - To understand the purpose of persuasion - To identify the language techniques used through persuasion

- To understand the effect different phrases and clauses have on the reader - To write compound and complex sentences with a variety of clauses and phrases, with a specific focus on the reader. - To write a variety of compound and complex sentences which succinctly but comprehensively provide detail for the reader. Use colons to mark boundaries between independent clauses - To understand the purpose of a colon - To use a colon to mark boundaries between independent clauses - Within paragraphs or extended writing, identify where a colon should be used to link clauses Plus revision of the dialogue objectives from Autumn 2	- To write sentences using the features of persuasion - To effectively select language within a paragraph that is trying to convey a message Use brackets, dashes and commas to indicate parenthesis - To understand the purpose of parenthesis - To decide which information within a sentence can be added or removed with parenthesis - To write sentences with parenthesis correctly demarcated - To use parenthesis across a longer piece of writing, varying the choices depending upon purpose
Greater Depth To add an additional chapter following on from where the book ends	Greater Depth Redraft a paragraph to include a non-fiction element to the text e.g. non-chronological paragraph about Derwent Hill
Year 6 Spring 2	
<u>Narrative</u> Text: When the Sky Falls Audience: Children who enjoy stories which make them empathise with a character Purpose: To write an emotive narrative	<u>Non-Fiction</u> Text: When the Sky Falls Audience: Children who are using an online blog site Purpose: To present an argument in an online forum
Objectives	Objectives
<i>Note, the children will be engaging in revision based upon the gaps in their SPAG and Reading knowledge in the lead up to SATs so objectives are narrowed.</i> Use figurative language to create a clear atmosphere - To identify the various ways of using figurative language (similes, metaphors, personification, onomatopoeia, hyperbole)	<i>Note, the children will be engaging in revision based upon the gaps in their SPAG and Reading knowledge in the lead up to SATs so objectives are narrowed.</i> Use conditionals to suit the genre of writing – I can identify conditionals and reflect on the punctuation of sentences using conditionals

- To categorise examples of figurative language into the atmospheres they create - To generate examples of figurative language to create a specific atmosphere - To show control over the use of figurative language within and across paragraphs To write an emotive narrative focusing on the cohesion throughout the text - To utilise all forms of tenses across short stories - Correct use of semi colons and colons - Use a range of modal verbs throughout writing - Identify the variety of clause types they have used within their own writing and edit if required - Identify the words which can be used as a determiner and whether they have used a variety within their writing Plus revision of the dialogue objectives from Autumn 2	– I can discuss the purpose of conditionals – I can use conditionals to write sentences linked to one subject I can utilise effective leading phrases to convey author view point - I can identify leading phrases - I can explain the impact of leading phrases on the reader - I can use leading phrases within sentences - I can use leading phrases within a paragraph and use them to make cohesive links within and between paragraphs
Year 6 Summer 1	
<u>Narrative</u> Text: The Journey Audience: Children who enjoy stories about other children Purpose: To write an emotive narrative which shows character emotions	<u>Non-Fiction</u> Text: The Journey Audience: A diary Purpose: To write a recount of events, conveying emotion
Objectives Use commas to clarify meaning and avoid ambiguity - To understand how commas can clarify meaning - To write sentences where commas are used to clarify meaning - To edit writing to ensure no comma splicing Use adverbials as cohesive devices within and across paragraphs - To choose adverbials which have a specific purpose within a paragraph	Objectives Use both the active and passive voice within paragraphs - To identify the difference between the active and passive voice - To write sentences which change the voice of the sentence - Within a paragraph, include carefully selected examples of the active/passive voice

- To expand upon previously used adverbials to build cohesion - To choose adverbials which refer to previous ideas within the text Use a variety of sentence structures to engage the reader throughout sustained periods of description - To understand the difference between a phrase and a clause - To identify which phrases or clauses can be used to provide the reader with detail - To write sentences which use a range of phrases and clauses - Within an extended paragraph, use a range of sentence types and structures to vary the pace of the paragraph - To identify embedded clauses and their purpose - To write complex sentences which use a variety of clauses	Use a variety of sentence structures to engage the reader throughout sustained periods of description - To understand the difference between a phrase and a clause - To identify which phrases or clauses can be used to provide the reader with detail - To write sentences which use a range of phrases and clauses - Within an extended paragraph, use a range of sentence types and structures to vary the pace of the paragraph - To identify embedded clauses and their purpose - To write complex sentences which use a variety of clauses
Greater Depth Re-draft a section of the text from the viewpoint of a different character, representing the new narrator's viewpoints through clear choice of language e.g. the guards at the border	Greater Depth Embed a further genre within the text such as newspaper article of event or letter from loved one.
Year 6 Summer 2	
<u>Narrative</u> Text: Phoenix Audience: Children who enjoy science fiction Purpose: Plan and write an extended narrative, organised into chapters, with a specific setting using figurative language	
Objectives To use language which fully immerses the reader in a futuristic world - To understand the importance of choosing precise nouns - To use expanded noun phrases within description - To use show not tell techniques - To embed description of a setting throughout a paragraph using show not tell techniques Link ideas across paragraphs using cohesive devices such as repetition of a word or phrase - Across an extended piece of writing, identify how authors develop cohesion using language - To understand what ellipses is and why authors use it - To use ellipses effectively to enable writing to become more succinct	

- To plan an extended narrative, identifying specific parts where specific language will be repeated (or built upon)

Greater Depth

Change the audience of the text (to a younger audience) and make language, layout and content choices to reflect the new audience e.g. graphic novel

Use language and layout devices efficiently to signpost the reader

- Compare the language devices used within the different genres of writing
- Effectively choose the language devices suitable for each section of the text