

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R						
KS1	<ul style="list-style-type: none"> <li>To write simple, coherent narratives about personal experiences (real or fictional) and those of others after discussion with the teacher.</li> <li>To write about real events, recording these simply and clearly.</li> <li>To write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.</li> <li>To use present and past tense mostly correctly and consistently.</li> <li>To use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses.</li> <li>To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</li> <li>To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and make phonetically plausible attempts.</li> <li>To spell many common exception words.</li> <li>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To use spacing between words that reflects the size of the letters.</li> </ul>					
Year 1	<p><b>Prior Knowledge</b> Use of phonic knowledge to write words in ways which match their spoken sounds. Knowledge of some irregular common words. Ability to write simple sentences which can be read by themselves and others. Ability to make phonetically plausible attempts at spelling</p> <p><b>Year Group Terminology</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>					
	<ul style="list-style-type: none"> <li>To form lower-case letters and numbers in the correct direction, starting and finishing in the right place.</li> <li>To leave spaces between words.</li> </ul>					
	<ul style="list-style-type: none"> <li>To sometimes write a simple sentence which may be read by myself and others.</li> <li>To write words which match spoken sounds.</li> <li>To write some common exception words.</li> <li>To say out loud what I am going to write about with help from my teacher.</li> <li>To say out loud what I am going to write about.</li> <li>To compose a sentence orally before writing it with help from my teacher</li> <li>To compose a sentence orally before writing it.</li> <li>To use capital letters at the start of some of my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary provided by the teacher in my writing.</li> <li>To sometimes use a capital letter for the pronoun I.</li> <li>To demarcate some sentences with a full stop.</li> <li>To use repeating phrases that I have heard in stories in my own writing.</li> <li>To demarcate some of my sentences with capital letters and full stops.</li> <li>To sometimes use capital letters for days of the week.</li> <li>To demarcate some sentences with a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>To write a story with a clear beginning.</li> <li>To use some vocabulary from familiar stories in my own writing.</li> <li>To write a story with a beginning, middle and end.</li> <li>To join words sometimes using the conjunction and.</li> <li>To re- read what I have written with my teacher to check that my writing makes sense.</li> <li>To demarcate my sentences with a capital letter and full stop with increasing consistency</li> </ul>	<ul style="list-style-type: none"> <li>To write sentences that are sequenced to form a short narrative, after discussion with my teacher.</li> <li>To use an increasingly wider vocabulary from familiar stories in my own writing.</li> <li>To re- write a story with a beginning, middle and end.</li> <li>To join words and clauses using the conjunction and.</li> <li>To demarcate some sentences with an exclamation mark.</li> <li>To discuss what I have written with my teacher.</li> <li>To use some vocabulary given to me by my teachers to create concrete poems.</li> </ul>	<ul style="list-style-type: none"> <li>To write a story with a beginning, middle and end with increasing confidence</li> <li>To use capital letters for names and places.</li> <li>To write sentences that are sequenced to form a short narrative.</li> <li>To use a capital letter for the pronoun I.</li> <li>To re- read what I have written to check that my writing makes sense.</li> <li>To demarcate most of my sentences with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>To demarcate sentences with capital letters, full stops, question marks and exclamation marks if they are appropriate.</li> <li>To write sentences that are sequenced to form a short narrative with increasing confidence</li> <li>To join words and clauses sometimes using the conjunction and.</li> <li>To write sentences that are sequenced to form a letter.</li> <li>To demarcate sentences with capital letters, full stops, question marks or exclamation marks if they are needed.</li> <li>Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul>
Year 2	<p><b>Prior Knowledge</b> Use of capital letters for names of people, places, the days of the week and the personal pronoun "I". Accurate demarcation of sentences with capital letters and full stops. Correct spelling of some common exception words. Formation of lower case letters in the correct size and direction.</p> <p><b>Year Group Terminology</b></p>					

<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Story</li> <li>Description</li> <li>In character</li> <li>Poetry</li> </ul>	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Instructions</li> </ul>
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	<p>noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense, apostrophe, comma, conjunction.</p>						
	<ul style="list-style-type: none"> <li>To plan or say out loud what I am going to write about.</li> <li>To reread my writing to check that it makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</li> <li>To proofread to check for errors in spelling, grammar and punctuation.</li> </ul>						
	<table border="1"> <tr> <td data-bbox="210 361 617 961"> <ul style="list-style-type: none"> <li>To write simple sentences to create a simple narrative story.</li> <li>To use some capital letters and full stops to demarcate my sentences.</li> <li>To sometimes use the conjunction and to join phrases and clauses.</li> <li>To write down an idea for my recount after talking to a teacher.</li> <li>To write about real events simply and clearly.</li> <li>To write a series of chronological sentences to make a simple recount.</li> <li>To begin my sentences with a capital letter.</li> <li>To write down ideas and key words.</li> <li>To join two ideas with a coordinating conjunction.</li> <li>To use expanded noun phrases to describe.</li> </ul> </td> <td data-bbox="617 361 1056 961"> <ul style="list-style-type: none"> <li>To use new vocabulary from my reading in my own writing.</li> <li>To use present tense mostly correctly in my writing.</li> <li>To write sentences in the statement form.</li> <li>To demarcate some sentences with capital letters and full stops</li> <li>To plan what I am going to write about by saying out loud key ideas and vocabulary.</li> <li>To choose my vocabulary carefully to create a diamante poem.</li> <li>To write down key points for instructions, including new vocabulary.</li> <li>To use expanded noun phrase to specify.</li> <li>To use commas in lists.</li> <li>To write sentences in the command form.</li> </ul> </td> <td data-bbox="1056 361 1531 961"> <ul style="list-style-type: none"> <li>To join ideas with coordinating conjunctions.</li> <li>To write sentences in the question form.</li> <li>To use a question mark accurately</li> <li>To demarcate most of my sentences with capital letters and full stops.</li> <li>To use an exclamation mark correctly in my writing.</li> </ul> </td> <td data-bbox="1531 361 1970 961"> <ul style="list-style-type: none"> <li>To use expanded noun phrases to describe and specify.</li> <li>To use apostrophes for omission.</li> <li>To use subordination to join clauses.</li> </ul> </td> <td data-bbox="1970 361 2410 961"> <ul style="list-style-type: none"> <li>To write down my ideas and key words independently including new vocabulary.</li> <li>To use past tense mostly correctly in my writing.</li> <li>To use subordination and coordination to join clauses.</li> <li>To use exclamations and statements in my writing.</li> <li>To choose the correct punctuation for my writing - !</li> </ul> </td> <td data-bbox="2410 361 2858 961"> <ul style="list-style-type: none"> <li>To demarcate my sentences consistently with capital letters and full stops.</li> <li>To plan what I am going to write about by writing down key ideas and vocabulary.</li> <li>To consistently begin my sentences with a capital letter following the pattern for an acrostic poem.</li> <li>To choose vocabulary carefully to fit the theme of an acrostic poem.</li> <li>Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>To write simple sentences to create a simple narrative story.</li> <li>To use some capital letters and full stops to demarcate my sentences.</li> <li>To sometimes use the conjunction and to join phrases and clauses.</li> <li>To write down an idea for my recount after talking to a teacher.</li> <li>To write about real events simply and clearly.</li> <li>To write a series of chronological sentences to make a simple recount.</li> <li>To begin my sentences with a capital letter.</li> <li>To write down ideas and key words.</li> <li>To join two ideas with a coordinating conjunction.</li> <li>To use expanded noun phrases to describe.</li> </ul>	<ul style="list-style-type: none"> <li>To use new vocabulary from my reading in my own writing.</li> <li>To use present tense mostly correctly in my writing.</li> <li>To write sentences in the statement form.</li> <li>To demarcate some sentences with capital letters and full stops</li> <li>To plan what I am going to write about by saying out loud key ideas and vocabulary.</li> <li>To choose my vocabulary carefully to create a diamante poem.</li> <li>To write down key points for instructions, including new vocabulary.</li> <li>To use expanded noun phrase to specify.</li> <li>To use commas in lists.</li> <li>To write sentences in the command form.</li> </ul>	<ul style="list-style-type: none"> <li>To join ideas with coordinating conjunctions.</li> <li>To write sentences in the question form.</li> <li>To use a question mark accurately</li> <li>To demarcate most of my sentences with capital letters and full stops.</li> <li>To use an exclamation mark correctly in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>To use expanded noun phrases to describe and specify.</li> <li>To use apostrophes for omission.</li> <li>To use subordination to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>To write down my ideas and key words independently including new vocabulary.</li> <li>To use past tense mostly correctly in my writing.</li> <li>To use subordination and coordination to join clauses.</li> <li>To use exclamations and statements in my writing.</li> <li>To choose the correct punctuation for my writing - 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KS2	<ul style="list-style-type: none"> <li>To plan and write for a range of purposes and audiences.</li> <li>To use a range of devices to build cohesion within and across paragraphs.</li> <li>To use grammatical structures that reflect what the writing requires.</li> <li>To develop vocabulary appropriate to the audience.</li> <li>To describe settings, characters and atmosphere in narratives.</li> <li>To manipulate sentence structures.</li> <li>To maintain tense throughout a piece of writing.</li> <li>To use a range of punctuation for accuracy and effect.</li> <li>To spell most words correctly or to use resources quickly and efficiently in order to support spelling.</li> <li>To consistently join handwriting.</li> </ul> <table border="1" data-bbox="1659 1066 2718 1283"> <tr> <td> <u>Writing to entertain</u> <ul style="list-style-type: none"> <li>Stories</li> <li>Descriptions</li> <li>Poetry</li> <li>Character/settings</li> </ul> </td> <td> <u>Writing to inform</u> <ul style="list-style-type: none"> <li>Explanation</li> <li>Recount</li> <li>Letter</li> <li>Biography</li> <li>Journalistic writing</li> </ul> </td> <td> <u>Writing to persuade</u> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Poster</li> </ul> </td> </tr> </table>	<u>Writing to entertain</u> <ul style="list-style-type: none"> <li>Stories</li> <li>Descriptions</li> <li>Poetry</li> <li>Character/settings</li> </ul>	<u>Writing to inform</u> <ul style="list-style-type: none"> <li>Explanation</li> <li>Recount</li> <li>Letter</li> <li>Biography</li> <li>Journalistic writing</li> </ul>	<u>Writing to persuade</u> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Poster</li> </ul>			
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Year 3	<p><u>Prior Knowledge</u>  sound, letter, word, space, capital letter, full stop, letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present) , apostrophe, comma</p> <p><u>Year Group Terminology</u>  adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <ul style="list-style-type: none"> <li>To plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue).</li> <li>To show an increasing understanding of audience and purpose.</li> <li>To proofread for spelling and punctuation errors</li> </ul>						

	<ul style="list-style-type: none"> <li>To demarcate my sentences consistently with capital letters and full stops.</li> <li>In non-narrative writing, To use simple organisational devices, e.g. headings and sub-headings.</li> <li>To use a range of nouns and pronouns to avoid repetition.</li> <li>To use some adverbs in my writing</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of sentence structures including those beginning with an imperative verb.</li> <li>To use the correct form of 'a' or 'an'</li> <li>To choose different adjectives to create noun phrases.</li> <li>To write sentences with coordinating conjunctions</li> <li>To write in the past tense.</li> <li>To create a simple plot.</li> <li>I am starting to use similes as a figurative device</li> <li>To use adjectives to describe settings</li> </ul>	<ul style="list-style-type: none"> <li>To organise some of my ideas into paragraphs.</li> <li>To use an increasing range of conjunctions including coordinating conjunctions,</li> <li>To use fronted adverbials in my writing, sometimes using a comma.</li> <li>To use similes as a figurative device.</li> </ul>	<ul style="list-style-type: none"> <li>To use past and present tense consistently</li> <li>To sometimes use inverted commas to indicate when someone is speaking.</li> <li>To sometimes indicate possession using apostrophes.</li> <li>To use an increasing range of conjunctions including subordinating conjunctions,</li> <li>To use time conjunctions in my writing.</li> <li>To use adverbs confidently in my writing</li> </ul>	<ul style="list-style-type: none"> <li>To organise my ideas into paragraphs.</li> <li>To use a range of prepositions.</li> <li>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>To discuss and record my ideas for my writing.</li> <li>To recognise the structure of different poetic forms and To write my own clerihew using the same structure</li> </ul>	<ul style="list-style-type: none"> <li>To use conjunctions that signal time and shift the setting (e.g. meanwhile, later on, on the other side...)</li> <li>To use a wide range of prepositions with confidence</li> <li>To create characters in narratives.</li> <li>To sometimes use inverted commas to indicate when someone is speaking.</li> <li>To use the simple present and past tense consistently, sometimes using the present perfect.</li> <li>Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul>
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Year 4	<p><b>Prior Knowledge</b> letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, adverb, preposition, pronoun, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p><b>Year Group Terminology</b> determiner, pronoun, possessive pronoun, adverbial</p>
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<ul style="list-style-type: none"> <li>To plan writing using the main features of a specific text type.</li> </ul>
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<ul style="list-style-type: none"> <li>To use simple past and present tense.</li> <li>To write a sentence with more than one clause using when, if because and although</li> <li>To use a subordinating conjunction to begin a sentence.</li> <li>To use a range of simple pronouns in sentences. To improve my writing.</li> <li>To use conjunctions that signal time</li> <li>To write sentences which begin with adverbs of time and place.</li> <li>I am beginning to use a comma when writing sentences which begin with adverbs of time and place.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different grammatical structures of poetry.</li> <li>To organise paragraphs around a theme.</li> <li>To use a subordinating conjunction to begin a sentence.</li> <li>I am increasingly using a comma when writing sentences which begin with an adverb.</li> <li>Beginning to use the present perfect form of verbs.</li> <li>To accurately use apostrophes to indicate possession.</li> </ul>	<ul style="list-style-type: none"> <li>To use conjunctions that shift the setting.</li> <li>To use alliteration as a simple figurative device.</li> <li>To use a comma when writing sentences which begin with adverbs of manner.</li> <li>To punctuate direct speech accurately sometimes remembering to use a new line for each new speaker</li> <li>To organise paragraphs around a theme using subheadings.</li> <li>To write sentences which begin with adverbs of time, place and manner.</li> <li>To use standard English verb inflections.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently organise paragraphs around a theme and sequence them logically.</li> <li>To use prepositional phrases of cause.</li> <li>beginning to use the present perfect form of verbs.</li> <li>To use standard English verb inflections confidently.</li> <li>I am confidently using a comma when writing a sentence which begins with an adverb.</li> <li>To use apostrophes to indicate possession including irregular plurals.</li> </ul>	<ul style="list-style-type: none"> <li>To use conjunctions that inject suspense.</li> <li>To use similes and alliteration as simple figurative devices.</li> <li>To use prepositional phrases to express time.</li> <li>To punctuate direct speech accurately, mostly remembering to use a new line for each new speaker.</li> <li>To use conjunctions that inject suspense.</li> <li>To use similes and alliteration as simple figurative devices.</li> <li>To use prepositional phrases to express time.</li> <li>To punctuate direct speech accurately, mostly remembering to use a new line for each new speaker.</li> <li>To read aloud my own poem with appropriate intonation.</li> <li>To use the grammatical structure of a list poem.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently organise paragraphs around a theme and sequence them logically.</li> <li>To use conjunctions that signal time, shift attention, inject suspense and shift the setting.</li> <li>To confidently use apostrophes to indicate possession including those of irregular plurals.</li> <li>I am beginning to use the present perfect form of verbs.</li> <li>To use standard English verb inflections confidently.</li> <li>I am confidently using a comma when writing a sentence which begins with an adverb.</li> <li>To use apostrophes to indicate possession including irregular plurals.</li> <li>Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul>
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Year 5	<p><b>Prior Knowledge</b> Use of capital letters, full stops, question marks, exclamation marks, inverted commas and commas for lists and fronted adverbials. Use of apostrophes for possession and contraction accurately. Use of paragraphs to organise ideas. Correct subject and verb agreement when using singular and plural. Use of consistent, joined legible writing.</p> <p><b>Year Group Terminology</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
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<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Stories</li> <li>Descriptions</li> <li>Poetry</li> </ul>	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>Report</li> <li>Recount</li> <li>Biography</li> </ul>	<p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> </ul>	<p><b>Writing to discuss</b></p> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Journalistic writing</li> <li>Review</li> </ul>
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<ul style="list-style-type: none"> <li>• Character/settings</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Journalistic writing</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign</li> </ul>	
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- To record and develop initial ideas, drawing on reading and research where necessary.
- To identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience.
- To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- To use a thesaurus efficiently.
- To proof-read for punctuation errors.
- To maintain legibility, fluency and speed in my handwriting.

<ul style="list-style-type: none"> <li>• To use expanded noun phrases</li> <li>• To describe settings and create atmosphere by using carefully chosen vocabulary.</li> <li>• To proofread my work and that of my peers for punctuation errors.</li> <li>• To identify the purpose of writing by writing in first person accurately.</li> <li>• To use a short sentence to add drama or tension.</li> <li>• To use adverbials of time as a cohesive device within a paragraph.</li> <li>• To maintain past tense confidently through a piece of writing.</li> <li>• To correctly punctuate adverbials of time.</li> <li>• To use figurative devices: simile, personification and metaphor.</li> <li>• To use complex sentences followed by a simple sentence for effect.</li> <li>• To use commas as parentheses</li> </ul>	<ul style="list-style-type: none"> <li>• To choose vocabulary and use poetic devices suited to the structure of a poem.</li> <li>• To understand and use fronted adverbials of time, manner and place.</li> <li>• To punctuate fronted adverbials of time, manner and place.</li> <li>• To use brackets as parentheses</li> <li>• To use advanced organisational devices to structure texts and guide the reader.</li> <li>• To choose adventurous vocabulary related to my report to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• To use adverbials of time to link across paragraphs.</li> <li>• To create sentences which contain a relative clause.</li> <li>• To accurately punctuate sentences with relative clauses where commas are necessary.</li> <li>• To use expanded noun phrases to convey complicated information concisely.</li> <li>• To create complex sentences by using subordinating conjunctions in different places for variation.</li> <li>• To use a selection of modal verbs and adverbs (perhaps, surely) to suggest degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>• To structure a balanced argument to support both sides of a discussion.</li> <li>• To use adventurous conjunctions to develop a point and link sentences. E.g. Equally, in addition to this</li> <li>• To select appropriate tense to enhance a balanced discussion.</li> <li>• To use dashes as parentheses.</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately punctuate direct speech using a range of punctuation within inverted commas.</li> <li>• To use a variety of structural features used in a newspaper report.</li> <li>• To create complex sentences using a wider range of subordinating conjunctions correctly.</li> <li>• To describe characters and create characterisation using carefully chosen vocabulary.</li> <li>• To integrate dialogue into my narratives to advance the action.</li> <li>• To use adverbials of time and place as a cohesive device across a paragraph.</li> <li>• To accurately punctuate direct speech using a range of punctuation within inverted commas confidently.</li> <li>• To use commas to clarify meaning or avoid ambiguity.</li> <li>• To use tense choice as a cohesive device.</li> <li>• I am beginning to distinguish between formal and informal language and can use formal vocabulary to suit my audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To use different forms of parenthesis - brackets, dashes and commas.</li> <li>• To identify vocabulary appropriate to intent.</li> <li>• To use carefully chosen vocabulary for effect</li> <li>• Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul>
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Year 6

**Prior Knowledge**

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

**Year Group Terminology**

subject, object, modal verb, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Character/settings</li> </ul>	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Report</li> <li>• Recount</li> <li>• Biography</li> <li>• Essay</li> <li>• Journalistic writing</li> </ul>	<p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Letter</li> <li>• Speech</li> <li>• Campaign</li> </ul>	<p><b>Writing to discuss</b></p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Journalistic writing</li> <li>• Review</li> </ul>
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- To note and develop initial ideas, choosing the level of formality appropriate to my audience.
- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- To maintain legibility in joined handwriting when writing at speed.

	<ul style="list-style-type: none"> <li>● To write a cohesive paragraph which describes a setting.</li> <li>● To use expanded noun phrases effectively to add detail, qualification and precision</li> <li>● To use a thesaurus to enhance the vocabulary used in writing.</li> <li>● To begin sentences with a subordinate conjunction and use the correct punctuation.</li> <li>● To use a comma correctly when beginning a sentence with a subordinate clause.</li> <li>● To integrate dialogue in narratives to convey character and advance the action.</li> <li>● To effectively describe settings and characters and create atmosphere through vocabulary.</li> <li>● To vary the way that I structure my sentences by beginning some sentences with a verb or an adjective.</li> <li>● To use some adverbs within a dialogue to develop action and characters.</li> <li>● To use correct punctuation and layout when setting down dialogue.</li> <li>● To structure my writing chronologically.</li> <li>● To choose appropriate formal language to describe a person's life.</li> <li>● To use relative pronouns and relative clauses to add extra detail as an embedded clause.</li> <li>● To use commas with relative clauses confidently.</li> </ul>	<ul style="list-style-type: none"> <li>● To use a range of devices to build cohesion across paragraphs.</li> <li>● Including grammatical connections.</li> <li>● To choose adventurous conjunctions to develop, support or conclude a point in a discussion.</li> <li>● To use semicolons to separate two main clauses.</li> <li>● To use a range of devices to build cohesion including adverbials of time and place.</li> <li>● To create an effective controlled paragraph by building up from a topic sentence.</li> <li>● To use verb tenses (past, present and future) consistently and correctly throughout my writing.</li> <li>● To use metaphors as a figurative device in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>● To use expanded noun phrases effectively to add detail, qualification and precision using controlled choice of vocabulary.</li> <li>● To use a full range of modal verbs to suggest degrees of possibility.</li> <li>● To confidently use commas to avoid ambiguity and to clarify writing.</li> <li>● To use the layout of a formal letter.</li> <li>● To use formal vocabulary terms appropriate to a complaint.</li> <li>● To relate synonyms and antonyms.</li> <li>● To use subjunctive form as a formal device.</li> <li>● To use a colon to introduce a list.</li> </ul>	<ul style="list-style-type: none"> <li>● To use a range of grammatical structures relevant to a non-chronological report.</li> <li>● To use scientific terms to make my writing more convincing.</li> <li>● To use passive verbs to affect how information is presented.</li> <li>● To use brackets to add technical and scientific information.</li> <li>● To create a dialogue from a film script.</li> <li>● To use contracted forms in dialogues in narrative.</li> <li>● To use additional clauses to advance the action in a dialogue.</li> <li>● To use correct punctuation and layout when setting down more complex dialogues.</li> </ul>	<ul style="list-style-type: none"> <li>● To integrate dialogue in narratives to convey character and advance the action with control.</li> <li>● To use a range of figurative devices to create atmosphere— similes, personification and metaphors.</li> <li>● To use contracted forms in dialogue.</li> <li>● To use carefully chosen adverbial phrases to advance the action in a dialogue.</li> <li>● To use ellipsis to indicate tension or the passing of time.</li> <li>● To use stylistic devices in headlines and an orientation paragraph to engage the reader.</li> <li>● To use adventurous formal language which adds detail to a reported event.</li> <li>● To use passive verbs in a newspaper report with confidence.</li> <li>● To use semicolons to separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>● To use questions as a grammatical structure to direct the reader.</li> <li>● To use technical terms to make my writing more convincing.</li> <li>● To use a colon to add emphasis to an independent clause.</li> <li>● Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> </ul>
Whole school	<ul style="list-style-type: none"> <li>● Children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</li> <li>● Independent writing opportunities around a know subject half termly</li> </ul>					