**English (writing) Curriculum**

**Progression of Skills**

**Great Linford Primary School**



At Great Linford we believe that language and literacy are fundamental to the overall development of the child and their access to the all areas of the curriculum. We aim to deliver high quality teaching in reading, writing and speaking and listening skills to enable children to become confident and successful in all areas of English and beyond. We follow the National Curriculum using the Talk for Writing (T4W) approach in writing and Read, Write Inc. in phonics. Our spelling curriculum is underpinned by the No Nonsense Spelling scheme. All of what we teach is centred on our class topics though some aspects are taught discreetly when needed. The overall aim of our English curriculum is to provide lessons that are engaging, appropriate to the pupils needs, extends their ability and teaches them life skills that they will use beyond Great Linford Primary School.

**EYFS**

ELG Writing *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

| **Moving and Handling** | **Writing** | **Being imaginative** | **Spelling** | **G&P** |
| --- | --- | --- | --- | --- |
| Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines | Gives meaning to marks they make as they draw, write and paint.Begins to break the flow of speech into words.Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. | Introduces a storyline or narrative into their playCreate simple representations of events, people and objects. | Know the terms:Letter Phoneme Grapheme SyllableWords are spelt correctly and others are phonetically plausible.Write some irregular common words | Punctuation:Full stops Capital letters Grammar:Determiners (the a my your an this that his her their some all)Prepositions (up down in into out to onto)Adjectives (e.g. old, little, big, small, quiet)Adverbs (luckily, slowly, quickly)Noun (knowing that naming words are objects, things or people)Can write a sentence which can be read by themselves and others. Compound sentences using connectives (coordinating conjunctions) and / but |

**Handwriting**

| **Year 1** | **Year 2** | **Year 3**  | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
|  | **Pen License Introduced** |
| sit correctly at a table, holding a pencil comfortably and correctlybegin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital lettersform digits 0-9understand which letters belong to which handwriting ‘families’ and to practise these (see Think Write scheme of work) | form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokesneeded to join letters write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case lettersUse spacing between words that reflects the size of the letters. | use the diagonal and horizontal strokes that are needed tojoin letters using cursive style.increase the legibility, consistency and quality of their handwriting | Letters are joined using cursive style. Capitals are never joined. increase the legibility, consistency and quality of theirhandwriting | Knows when to join and when not to join.choosing the writing implement that is best suited for a task | All letters are of a consistent size. Always joined and legible. Pupils can write with speed.Pupils can choose the writing implement that is best suited for a task. |

**Punctuation**

| **Year 1** | **Year 2** | **Year 3**  | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Finger spaces that are of a similar size.Full stops to demarcate the end of a sentence.Capital letter for names.Capital letter for thepersonal pronoun I | Capital letters for start of sentence and proper nouns. Full stops correctly used. Question marksExclamation marksCommas to separate items in a listComma after –ly openere.g. Fortunately,….Slowly,….Apostrophes for contractions. | Consolidate year 2 listColon before aListinverted commasfor direct speechUse of commas after fronted adverbials Commas to demarcate subordination | Consolidate year 3 listUse possessive use of apostrophe.Brackets to add additional detail. | Consolidate Year 4 listRhetorical questionsDashesBrackets/dashes/commasfor parenthesisColonsUse of commas to clarifymeaning or avoidambiguityHyphens used in compound words. | Consolidate year 5 listUse of semi-colons |

**Grammatical Terminology**

| **Year 1** | **Year 2** | **Year 3**  | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Verbs in basic form and past tenseSentence types: * *questions,*
* *statements*
* *commands.*

Adjectives to describe nounsConjunctions (and, but, so, then, next, because) to join clausesSuffixes to create plurals (-s and –es)Understand the following terms:* *Letter*
* *Capital letter*
* *Word*
* *Sentence*
* *Singular*
* *Plural*
* *Punctuation*
 | Sentence types:* *Statements*
* *Questions*
* *Exclamations*
* *Commands*

Subordination (using when, if, that, because) and co-ordination (using or, and, but)Adverbs (slowly, quickly, too)Contractions using an apostropheUnderstand the following terms:* Noun (common) & noun phrase
* compound
* suffix
* adverb
* verb tense (past, present)
* comma
 | PrepositionsCoordinating conjunctionsRelative clausesUnderstand the following terms:* Preposition
* conjunction
* word family
* prefix
* clause / subordinate clause
* direct speech consonant / vowel
* inverted commas

Introduce paragraphs to link related material | sentences with different forms: statement, question, exclamation, commandexpanded noun phrases to describe and specify [for example, the blue butterfly]subordination (using when, if, that, or because) and co-ordination (using or, and, or but)Understand the following terms:* determiner
* pronoun
* possessive pronoun adverbial
 | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguityLinking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]Understand the following terms:* modal verb
* relative pronoun
* relative clause
* parenthesis
* bracket
* dash
* cohesion
* ambiguity
 | Use semi-colons to link sentences and ideasLinking ideas across paragraphs using a wider range of cohesive devicesUse layout devises correctly including:Headingssub-headingscolumnsbulletstablesUnderstand the following terms:* Subject
* object
* active
* passive
* synonym
* antonym
* ellipsis
* hyphen
* colon
* semi-colon
* bullet points
 |

**Phonics and Spelling**

| **Year 1** | **Year 2** | **Year 3**  | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| **Phonics: RWI /Spellings: NNS** | **No Nonsense Spellings (NNS)** |
| Recognise and order the alphabet – lowerand upper caseKnow the vowels – long and shortBe able to segment and blend words to beable to read and write them.Have developed automaticity in readingand spelling high frequency wordsBe able to read and spell phoneticallyplausible real and nonsense words usingthe graphemes taught | Know first 100 HFW.Be able to use their phonic knowledge tounderpin spelling.Understand morphology to be able to useroot words and suffixes.Spelling rules (see appendix 2.0) | Spell further homophonesSpell words that are often misspelt (Appendix 3.0) | Spell further homophonesSpell words that are often misspelt (Appendix 4.0) | Spell some words with ‘silent’ lettersContinue to distinguish between homophones and other words which are often confusedUse knowledge of morphology and etymology in spelling andunderstand that the spelling of some words needs to be learntspecifically, as listed in Appendix 5.0 | Know words on statutory words listNew spelling rules in appendix 6.0 |

**Spelling Appendix:**

| 1.0Phase 2High Frequency Words:a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up Tricky Words: the, no, to, into, go, IPhase 3look, see, that, them, this, then, too, will, withTricky words: be, he, me, she, was, we, youPrefix un (i.e. unhappy)Common exception words: Read and Spellthe, a, do, today, of, said, says, are, were, was,is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, ourPhase 3 (EYFS)down, for, now, that, them, this, Tricky words: all, are, her, my, theyPhase 4:went, children, it's, just, from, helpTricky words: come, do, have, like, little, one, out, said, so,some, there, were, what, whenPhase 5:don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, aboutTricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could | 2.0To read and spell * dge or ge phoneme at the ends of words
* s phoneme, spelt ‘c’ (soft c)
* n phoneme, spelt ‘kn’ and ‘gn’
* r phoneme, spelt ‘wr’
* l phoneme, spelt ‘le’ at the ends of words
* l phoneme, spelt ‘el’
* l phoneme, spelt ‘al’
* Words ending ‘il’
* -y (long ‘i’ phoneme) at the ends of words
* adding -es to nouns and verbs ending in –y
* adding -ed, -ing, -er and -est to a root word
* ending in –y with a consonant before it.
* adding -ing, -ed, -er –est and –y to words
* ending in -e, with a consonant before it.
* adding -ing, -ed, -er, -est and -y to words of
* the phoneme spelt ar after w
* suffixes -ment, -ness, -ful, -less and –ly
* Contractions
* Possessive apostrophe – singular nouns
* -tion
* Homophones and near- homophones

Common exception words (read and spell)door, floor, poor because, find, kind, mind, behind, child, children, wild,climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass,  |
| --- | --- |
| Appendix 3.0Spellings rules to be taught:* Prefixes un, mis, re and dis
* ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)
* Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*)
* The /ɪ/ sound spelt ‘y’
* Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’
* Suffixes ‘-less’, ‘-ness’, ‘-ful’
* and ‘-ly’
 | Appendix 4.0Know spellings with following rules:* possessive apostrophe with singular proper nouns
* Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’
* Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)
* The /g/ sound spelt ‘gu’
* Homophones (scene/seen, mail/male, bawl/ball)
* Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’
 |
| Appendix 5.0Spellings including:* Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose)
* Suffixes: ‘-ous’, ‘-ing’, ‘-ed’, ‘-es’ or ‘-ies’,
* Sound ‘graph’ i.e. graphic
* ‘cei’ sound i.e. ceiling

Words on year 5 and 6 statutory list contained within NNS Y5 | Appendix 6.0Most words on KS2 statutory word list.  |

**Speaking and Listening**

|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | Take turns to talk, listening carefully to the contributions of others. Understand instructions with more than one point. | Sift information and focus on the important points. Seek clarification when a message is not clear | Engage in discussions, making relevant points.  | Ask for specific additional information to clarify. | Understand how to answer questions that require more than a yes/no or single sentence response. Demonstrate active listening by justifying ideas or expanding on the ideas of others. | Recognise and explain some idioms Understand the meaning of some phrases beyond the literal interpretation.. |
| Speaking | Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.Recount experiences with interesting detail. Take part in role play of a familiar story. | Speak confidently to a group of peers so that they understand the message of what is being said. Reflect on the clarity of the message given. | Use intonation to emphasise grammar and punctuation when reading aloud. Explain a project or concept to a group of peers.Respond appropriately when in role including basic improvisation. | Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.Use a mixture of sentence lengths to add interest to discussions and explanations.  | Vary the length and structure of sentences. Ask questions and make suggestions to take an active part in discussions. Present an idea, topic or explanation to a group of peers. Comment on the grammatical structure of a range of spoken and written accounts. |
| Debate | Take turns to talk, listening carefully to the contributions of others. Know that different language is appropriate in different situations (formal and informal)  | Know that different people hold opinions that are different from our own. Make contributions that are relevant to those that have come before. | Vary language between formal and informal according to the situation. | Respectfully challenge opinions or points, offering an alternative.  | Build on points and provide counter arguments with fact, opinions and rhetorical questions.  | Add humour to a discussion or debate where appropriate. |

**Composition and Effect – Planning & Structure**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Planning Drafting | Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it Use images and words to plan (boxing up/ story maps) | Consider what they are going to write before beginning by: ∙ planning or saying out loud what they are going to write about, ∙ writing down ideas/key words, including new vocabularyEncapsulating what they want to say, sentence by sentence. Writing down ideas and/or key words, including new vocabulary Use images and words to plan (boxing up/ story maps) | Draft and write in narrative creating setting, character and plot. Use images and words to plan (boxing up/ story maps)Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Draft and write in narrative creating setting, character and plot. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Plan writing by: ∙ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own ∙ noting and developing initial ideas, drawing on reading and research where necessary ∙ in writing narratives, considering how authors have ∙ developed characters and settings in what pupils have readSelect a way of planning independently that may deviate from the main teach | Can identify the purpose and audience Will select the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary Considering how authors have developed characters and settings and pupils can make comparisons with their own writing. |
| Structure | Write sentences by sequencing sentences to form short narratives | Children may attempt to paragraph  | Organising paragraphs around a theme | Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. | Draft and write by: ∙ using a wide range of devices to build cohesion within and across paragraphs ∙ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. | Draft and write by: ∙ using a wide range of devices to build cohesion within and across paragraphs including flashbacks∙ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. |

**Composition and Effect – Text Features**

| Text features | Introduce: Fiction: * Planning Tools: Story map / story mountain (Refer to Story-Type grids)
* Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story:
* Opening Once upon a time… Build-up One day…
* Problem / Dilemma Suddenly,../ Unfortunately,… Resolution Fortunately,…
* Endings Finally,….

Non fiction:* Language of instruction
* Factual sentences – From the window I can see…
 | Fiction * Secure use of planning tools: Story map / story mountain / story grids/ ’Boxingup’ grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather
* Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away…. One cold but bright morning….. Build-up e.g. Later that day
* Problem / Dilemma e.g. To his amazement
* Resolution e.g. As soon as Ending e.g. Luckily,
 | Fiction:Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.Non-fiction:Introduction Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….?  | Fiction:Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution EndingNon-fiction:Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending  | FictionParagraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessonsNon-fiction:Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers |
| --- | --- | --- | --- | --- | --- |

**Composition and Effect – Editing**

| Editing | Write sentences by rereading what they have written to check that it makes sense | Make simple additions, revisions, corrections to their own writing.Begin to develop an awareness of who they are writing for | Evaluate and edit by: ∙ proposing changes to grammar and vocabulary to improve consistency ∙ Proof-read for spelling and punctuation errors | Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency Awareness of ‘The reader’ and adapt writing accordinglyproof-read for spelling and punctuation errors | ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors | ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors |
| --- | --- | --- | --- | --- | --- | --- |

**Composition and Effect – Vocabulary**

| Vocabulary | Begin to use a dictionary without help or support. | Read aloud what they have written with appropriate intonation to make the meaning clearCan use a thesaurus to select synonyms and suggest improvements | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. |
| --- | --- | --- | --- | --- | --- | --- |

**Curriculum Progression: English Genre and Skills Map**

**Year 1**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | The Adventures of the Bear | The Bear and The Queen | Under the Sea | Our Planet (Sustainability) | Getting Around | Comparing old and new houses |
| **Guided reading texts** | Katie In LondonQueens Hat | Katie in Scotland |  |  |  |  |
| **Model text** | Invitation | Travel Guide |  |  |  |  |
| **Short Bursts** | Letter to the queenRecount of a visitDescription of a London landmark | PostcardShort story |  |  |  |  |
| **Linked Grammar** | Use of finger spacesCapital letters at the start of sentences.Full stops.**Terminology for children to know:**WordLetterSentenceCapital letterPunctuationFull stop | How words combine to make sentences.Capital letters for names of people, places, days of the week and the personal pronoun I**Terminology for children to know:**WordSentence | Using ‘and’ to join words and clauses.Exclamation marks to demarcate sentences.**Terminology for children to know:**WordSentenceExclamation markCapital letter | Using capital letters to start sentences and for proper nouns and personal pronoun I**Terminology for children to know:**Capital letterFull stop | Using question marks to demarcate questions.Knowing how to use suffixes to pluralise nouns, including ‘es’**Terminology for children to know:**Question markQuestionSingularPlural | Using the prefix ‘un’ to change the meaning of words.Using different suffixes to change words where no change is needed in the spelling e.g. helping, helped, helper |

**Year 2**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Fire | Our Heroes | Dinosaurs | Green Fingers | Explorers | Local study |
| **Guided reading texts** |  |  |  |  |  |  |
| **Model text** | Newspaper report | Biography |  |  |  |  |
| **Short Bursts** | Setting descriptionsDiary entriesLetters | Letter to your hero (eg in school)Hero story – problem being solved |  |  |  |  |
| **Linked Grammar** | Consolidating Year 1 skills.Using commas in a list.Using expanded noun phrases to describe**Terminology for children:**commanoun phraseadjective | Using co-ordinating and subordinating conjunctions to join clauses.Using questions and commands.**Terminology for children:**questioncommand | Using –ly to turn adjectives into adverbs.Using apostrophes for contractions and singular possession.**Terminology for children:**letterwordadverbapostrophe | Using exclamation sentences and statement sentences.Writing in the correct tense including the progressive form.**Terminology for children:**statementexclamationtense (past, present) | Using suffixes –ness, -er –ful and –less and compound words.Use of suffixes –er and –est in adjectives.**Terminology for children:**suffix | Consolidation of all year 1 and year 2 grammar, vocabulary and punctuation objectives. |

**Year 3**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | The Greeks | A Journey of Endurance | Ancient Egyptians | The River Nile | Stone Age | Local study: Counties |
| **Guided reading texts** | Marcia Williams Greek Myths |  |  |  |  |  |
| **Model text** | Greek Myth (rewriting a myth)Playscript (of another myth) | Non-chron reportLetter |  |  |  |  |
| **Short Bursts** | DiaryLetter Descriptions of mythical creatures | DiarySetting description |  |  |  |  |
| **Linked Grammar** | Consolidating years 1 and 2(punctuation, tense, sentence types, noun phrases).Using determiners ‘a’ or ‘an’**Terminology for children:**consonantvowel | Using a wider range of conjunctionsUse conjunctions to express time and cause.**Terminology for children:**conjunctionclausesubordinate clause | Use adverbs to express time and causeUse prepositions to express time and cause.**Terminology for children:**adverbpreposition | Use inverted commas to punctuate direct speech.Use the present, perfect form of verbs**Terminology for children**direct speechinverted commasspeech marks | Identifying different types of nouns including abstract nouns.Using paragraphs to group informationUsing headings and subheadings to aid presentation.**Terminology for children**nounabstract nounconcrete nounproper nounparagraphheadingsub-heading | Identifying word familiesForming nouns using different prefixes e.g. super-, anti-, auto-**Terminology for children**word familyprefix |

**Year 4**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Europe and Russia | Anglo-Saxons | Rainforests | Vikings | Romans | Canals and waterways |
| **Guided reading texts** | The House with Chicken Legs | Beowulf |  |  |  |  |
| **Model text** | Travel guide | Defeating a monster tale |  |  |  |  |
| **Short Bursts** | Comparative textDiary | PoetrySetting description |  |  |  |  |
| **Linked Grammar** | Consolidate skills from lower year groups including:using a/an, using a wider range of conjunctions, using adverbs and prepositions, using inverted commas, using the present perfect form of verbs, using paragraphs.Using pronouns to avoid repetition.**Terminology for children:**determinerinverted commapronounpossessive pronoun | Using fronted adverbials with a comma**Terminology for children:**adverbialcomma | Using apostrophes for possession with singular and plural nouns.Using and punctuating direct speech.Use of inverted commas and other punctuation to indicate direct speech, including when to use commas within speech.**Terminology for children:**apostrophepossessivenounpluralsingularinverted commas | Using expanded noun phrases.Modifying adjectives and nouns.Using determiners before modifiers.Using prepositional phrases.Use suffixes –sure, -ture, -cher, -tion, -sion, -cian, **Terminology for children:**determinermodifierexpanded noun phraseprepositionroot wordsuffix | Using Standard EnglishUsing paragraphs to organise ideasUsing organizational devices e.g. subheadings**Terminology for children:**paragraph | Consolidating LSK2 grammar skills including:determiners,coordinating and subordinating conjunctions, adverbs, preposition, speech, tenses, noun types, root words, fronted adverbials, apostrophes, standard English |

**Year 5**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Space Race | Natural Disasters | Victorians | Our planet | Elizabethans | Rivers |
| **Guided reading texts** | The Jamie Drake Equation | Floodland | Street Child | Survivors by David Long | The Devil and His Boy | Who Let The Gods Out |
| **Model text** | News report | Quest Tale | Information text |  | PlayscriptsBiography | Persuasive letter |
| **Short Bursts** | Information text on a new planetDiary entry as an astronaut. | PoetryExplanation text (volcanoes)Letter | Character descriptionsSetting descriptionsFormal letterBiography | LetterDiary entryNews report | Setting descriptionsPoetrySpeech |  |
| **Linked Grammar** | Nouns and pronounsExpanded noun phrasesFronted adverbials (and commas after them)Plurals and possessiveIndirect speechRelative clauses**Terminology for Children:**relative pronounrelative clause | Modal verbsUsing adverbs**Terminology for children:**modal verbadverb | Using brackets, dashes or commas to indicate parenthesisUsing expanded noun phrases to be concise**Terminology for children:**parenthesisbracketsdash | Using the perfect form of verbs**Terminology for children:**verbsperfect tense | Using commas to clarify meaningBuilding cohesion using paragraphs and adverbials**Terminology for children:**ambiguitycohesion | Using prefixesConverting nouns or adjectives into verbs using suffixes.**Terminology for children:**nounsverbssuffxprefix |

**Year 6**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | WW2 | Post-war Britain | South America and Darwin | The Mayans | The Coastline | Local study |
| **Guided reading texts** |  |  |  |  |  |  |
| **Model text** | News report | A journey tale |  |  |  |  |
| **Short Bursts** | A speech | Characterisation through speechSetting descriptions |  |  |  |  |
| **Linked Grammar** | Consolidating year 5 skills:Using relative clausesUsing modal verbsUsing adverbsUsing brackets, dashes or commasUsing expanded noun phrasesUsing the perfect form of verbsUsing commas to clarify meaningUsing synonyms and antonyms**Terminology for Children:**synonymantonym | Identifying word classes, subject and objects.Using the subjunctive formIdentifying structures suitable for formal and informal writing.**Terminology for children:**subjectobjectformalinformal | Using colons to introduce listsUsing semi-colons within listsUsing bullet pointsUsing active and passive voice.Identifying vocabulary suitable for formal and informal texts.**Terminology for children:**colonsemi-colonbullet pointsactivepassive | Using semi-colons and colonsUsing dashes to separate clausesUsing hyphens to avoid ambiguity**Terminology for children:**semi-coloncolonhyphen | Revision of the year’s grammarLinking paragraphs to create cohesion**Terminology for children:**ellipsis | Consolidation of KS2 Grammar |