

## Water Mill Primary School

### Writing Progression

Teaching Sequence in Writing		Learning, working and talking like an author/writer	
Establish clear aims	Teaching objectives and learning intentions made explicit to the class.	Being introduced to the key vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.	
Provide a relevant example/ model	Pupils read examples of similar kinds of text to the one which they will be writing; select texts which will engage learners		
Explore features of the text	In the context of shared reading, identify and annotate the typical features of this kind of text and the writer's techniques and vocabulary, create opportunities for pupils to discuss, recognise and explain the writer's choices and the impact these have on the reader.		
Define the conventions	List the main features that have been identified as typical of the type of writing being explored. Use these features as success criteria for the writing task to follow.		
Demonstrate how it is written	Through shared reading demonstrate how to write this kind of text by modelling the writing and the impact and effect you wish to create in the reader. Model the features of writing that pupils have not yet accomplished, then help them move on from one level to another.		
Compose together	Allow pupils thinking time individually or in pairs; pupils join in with the process of composition by suggesting words, phrases, and sentences.		
Scaffold the first attempts	Encourage oral rehearsal of writing before pupils begin their own writing; some or all pupils will need support through, for example, a writing frame, plan, lists of key features, word banks.		
Independent writing	The pupils complete the writing task independently, choosing their own success criteria from their target prompt sheet as a guide.		
Draw out key learning	Provide opportunities for pupils to articulate their understanding aloud explaining the choices they have made as writers and their intended impact on the reader.		
Edit and improve	Pupils review their writing individually or with a peer and then edit or possibly redraft to improve their writing.		
<b>Speaking and Listening</b>	Spoken language underpins the development of writing. The qualities of language that pupils hear and speak are vital for developing their understanding of vocabulary and grammar. Spoken language should empower pupils to share their ideas in an articulate and confident manner.	<b>Transcription</b>	Effective transcription refers to accurate spelling and handwriting. This is achieved if pupils have a good understanding of the relationship between letters and sounds, word structure and spelling structure.
<b>Vocabulary</b>	Vocabulary refers to a set of words within a language. Vocabulary usually develops with age and experience and is essential for effective communication. Giving pupils opportunities to develop their vocabulary is essential in aiding their spoken and written language.	<b>Grammar, and punctuation</b>	Punctuation is the system of symbols that we use to separate written sentences and parts of sentences to make their meaning clear. Each symbol is called a "punctuation mark". Grammar refers to the study of words, how they are used in sentences and how they change in different situations.
<b>Sentence structure</b>	This refers to the ability to recognise different parts of a sentence and understand how to manipulate these for affect.	<b>Editing</b>	This is a crucial part of our writing curriculum and refers to the process of changing, refining and improving writing.
<b>Purpose and audience</b>	The idea that each piece of writing is written for a reason, and being confidently able to understand the reason. The idea that all writing has an intended audience and being able to manipulate style, content and vocabulary, as necessary, to reflect the intended audience.		

### Common Forms of Text

Narrative	Discussion	Explanatory	Instruction/procedural	Persuasive	Reports	Recounts
Stories that use predictable and patterned language Traditional and/or folk tales Fairy tales Stories set in familiar settings Retellings of stories heard and read Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Modifying well-known stories (changing a character; amending the ending; changing the setting etc.) Stories set in historical contexts Myths and legends	Non-fiction book on an 'issues' Write-up a debate Leaflet or article giving balanced account of an issue Writing editorials about historical attitudes to gender, social class, colonialism etc. Writing letters about pollution, factory farming or smoking Writing essays giving opinions about literature, music or works of art	Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography Explaining religious traditions and practices in RE Encyclopaedia entries Technical manuals Question and answer articles and leaflets Science write-ups	How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food Timetables and route-finders Posters, notices and signs Instructions on packaging	Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues Writing letters about topics such as traffic on the high street or deforestations Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition Writing book reviews for other pupils Book blurbs	Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in RE Information leaflets Tourist guidebooks Encyclopaedia entries Magazine articles Letters Non-fiction books Catalogues	Retelling stories in English lessons and other curriculum areas such as RE Giving accounts of schoolwork, sporting events, science experiments and trips out Writing historical accounts Writing biographies and autobiographies Letters and postcards Diaries and journals Newspaper reports Magazine articles Obituaries Encyclopaedia entries

Stories with flashbacks Stories set in fantasy words Stories from different cultures				Political pamphlets Applying for a job or a position on the school council	Magazine articles	
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## EYFS Overview

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b> <b>Planning Tool</b> – Narrative Success Sheet</p> <p><b>Whole class or group retelling of a story</b></p> <p><b>Understanding of 7-part story structure</b></p> <p><b>Retell simple 7-part story:</b></p> <p><b>Non-fiction:</b> <b>Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b> Names Labels Captions Lists Diagrams Messages Instructions Recount</p>	<p><b>Introduce:</b> <b>Simple sentences</b></p> <p><b>Simple connectives</b> <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions)</b> <i>and / but</i></p> <p><b>-‘ly’ openers</b> <i>Luckily / Unfortunately,</i></p> <p>Repetition for rhythm: e.g. He walked and he walked</p> <p><b>Repetition in description</b> e.g. a lean cat, a mean cat</p>	<p><b>Introduce:</b> <b>Determiners</b> the / a my your an this that his her their some all</p> <p><b>Prepositions:</b> up down in into out to onto</p> <p><b>Adjectives</b> e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g. luckily, unfortunately, fortunately</p> <p><b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

KS1

Year 1 Overview

Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narrative</b>            Are told/ written in first or third person.            Are told/ written in past tense.            Events are sequenced to create texts that make sense.            The main participants are human or animal.            Simple narratives use typical characters, settings and events whether imagined or real.            'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p> <p><b>Instruction/procedural:</b>            Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written.            These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p><b>Reports:</b>            Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar.            These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p><b>Recounts:</b>            Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar.            These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b>  <b>Types of sentences:</b>            Statements            Questions            Exclamations  <i>Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!</i></p> <p><b>Simple connectives:</b>            and/or/but/so/because/so that/then/that/while/when/where            Also as openers:            While...            When...            Where...</p> <p><b>- 'ly' openers:</b>            Fortunately,...Unfortunately,            Sadly...</p> <p><b>Simple sentences e.g.</b>  <i>I went to the park.</i>  <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives e.g.</b>  <i>The giant had an enormous beard.</i>  <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences using connectives (coordinating conjunctions)</b>  <b>and/or/ but/so e.g.</b>  <i>The children played on the swings and slid down the slide.</i>  <i>Spiders can be small or they can be large.</i>  <i>Charlie hid but Sally found him.</i>  <i>It was raining so they put on their coats.</i></p>	<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b>  <b>Prepositions:</b>            inside            outside            towards            across            under</p> <p><b>Determiners:</b>            the a my your an this            that his her their some            all lots of many more            those these</p> <p><b>Adjectives to describe:</b>            e.g. <i>The old house...</i>  <i>The huge elephant...</i></p> <p><b>Alliteration</b>            e.g. <i>dangerous dragon</i>  <i>slimy snake</i></p> <p><b>Similes using 'as'</b>            e.g. <i>as tall as a house</i>  <i>as red as a radish</i></p> <p><b>Precise, clear language to give information e.g.</b>  <i>First, switch on the red</i>  <i>Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es            (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un–</p>	<p><b>Consolidate EYFS list</b></p> <p><b>Introduce:</b>  <b>Capital Letters:</b>            Capital letter for names            Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b>            Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p><b>Introduce:</b>            Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>

	<p><b>Complex sentences: Use of 'who' (relative clause)</b> e.g.  <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.</i>  <i>There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>BOYS</b> sentences  <b>Many Questions</b> sentences</p>	<p>changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		
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## Year 2 Overview

Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narrative:</b>            Are told/ written in first or third person            Are told/ written in past tense            Events are sequenced to create texts that make sense.            The main participants are human or animal. They are simply developed as either good or bad characters.            Simple narratives use typical characters, settings and events whether imagined or real.            Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</p> <p><b>Explanatory:</b>            Consistent use of present tense            Questions can be used to form titles            Question marks are used to denote questions (Y1)            Use conjunctions e.g. so...because</p> <p><b>Instruction/procedural:</b>            Use of command sentences            Commas in lists</p> <p><b>Persuasive:</b>            Written in present tense            Rhetorical questions            Effective use of noun phrases</p> <p><b>Reports:</b>            Use present and past tense throughout writing            Questions can be used to form titles            Question marks are used to denote questions (Y1)</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b>  <b>Types of sentences:</b>            Statements            Questions            Exclamations            Commands</p> <p><b>-‘ly’ openers</b>            e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g. The boys peeped inside the dark cave.  <b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b>  <b>Drop in a relative clause:</b>  <b>who/which</b> e.g.  <i>Sam, <b>who</b> was lost, sat down and cried.</i>  <i>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</i>  <i>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</i></p> <p><b>Additional subordinating</b></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b>  <b>Prepositions:</b>            behind above along before between after</p> <p><b>Alliteration</b> e.g. <i>wicked witch slimy slugs</i></p> <p><b>Similes</b> using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b>            e.g. <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. <i>Lift the pot carefully onto the tray.</i>  <i>The river quickly flooded the town.</i></p> <p><b>Generalisers for information</b>, e.g. <i>Most dogs....</i>  <i>Some cats....</i></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b>  <b>Demarcate sentences:</b>            Capital letters            Full stops            Question marks            Exclamation marks</p> <p><b>Commas</b> to separate items in a list  <b>Comma</b> after -ly            Opener e.g. Fortunately, Slowly..</p> <p><b>Speech bubbles /speech marks for direct speech Implicitly understand how to change from indirect speech to direct speech</b></p> <p><b>Apostrophes to mark contracted</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b>            Finger spaces  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Full stops</b>  <b>Capital letter</b>  <b>Question mark</b>  <b>Exclamation mark</b>            Speech bubble            Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective            Verb            Connective            Alliteration            Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b>            Apostrophe (contractions and singular possession)</p> <p><b>Commas</b> for description</p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p>

<p>Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description</p> <p><b>Recounts:</b> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases</p>	<p><b>conjunctions:</b> what/while/when/where/ because/then/so that/ if/to/until e.g. <b>While</b> the animals were munching breakfast, two visitors arrived. <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p><b>2A</b> Sentence, <b>SIMILE</b> Sentence <b>Ad, same ad</b> Sentence, <b>double ly</b> Sentence, <b>All the W's</b> Sentence, <b>List</b> Sentence, <b>SHORT</b> Sentence (for effect)</p>	<p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> -er and -est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>she is drumming, he was shouting</i></p>	<p><b>forms in spelling</b> e.g. don't, can't</p> <p><b>Apostrophes to mark singular possession</b> e.g. the cat's name</p>	<p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p>Tense (<b>past, present, future</b>)</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p><b>Subordinating conjunctions</b></p>
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Y3 Overview

Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narratives:</b> Are written in first or third person. Are written in past tense, occasionally these are told in the present tense. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</p> <p><b>Explanatory:</b> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation</p> <p><b>Instruction/procedural:</b> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation</p> <p><b>Persuasive:</b> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs</p> <p><b>Reports:</b> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation</p> <p><b>Recounts:</b> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b> <b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' opener</p> <p><b>(fronted adverbials)</b> <b>A few days ago</b>, we discovered a hidden box. <b>At the back of the eye</b>, is the retina. <b>In a strange way</b>, he looked at me.</p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives: and/ or / but / so / for /nor / (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions</p> <p><b>-'ing' clauses as openers</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b> e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b> <b>Prepositions</b> Next to by the side of in front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b> e.g. auto... super...anti... Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind, as</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b> <b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b> Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Statement</b> <b>question</b> <b>exclamation</b> <b>Command</b> <b>Full stops</b> <b>Capital letter</b> <b>Question mark</b> <b>Exclamation mark</b> Speech bubble <b>'Speech marks'</b> Bullet points <b>Apostrophe (contractions only)</b> <b>Commas for sentence of 3 - description</b></p> <p><b>Singular/ plural</b> <b>Suffix</b> <b>Adjective / noun / Noun phrases</b> <b>Verb / adverb</b> <b>Tense (past, present, future)</b> Connective Generalisers Alliteration Simile – 'as' / 'like'</p> <p><b>Introduce:</b></p> <p><b>Word family</b> <b>Conjunction</b> <b>Coordinating conjunction</b> <b>Subordinating conjunction</b> <b>Clause</b> <b>Subordinate clause</b> <b>Adverb</b> <b>Preposition</b> <b>Direct speech</b> <b>Inverted commas</b> <b>Prefix</b> <b>Consonant/Vowel</b> Determiner</p>

	<p>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. Dragons are found across the world.</p> <p><b>Dialogue –powerful speech verbs</b> e.g. "Hello," she whispered.</p> <p><b>3ed Sentences</b> <b>Emotion word, comma</b> Sentences</p>	opposed to He left his hat behind.		<p>Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>
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Y4 Overview				
Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narratives:</b> Narratives and retellings are written in the first or third person. Narratives and retellings are written in the past tense, occasionally these are told in the present tense. Events are sequenced to create chronology through the use of adverbials and prepositions Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue is used to convey characters' thoughts and to move the narrative forward. Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</p> <p><b>Discussion:</b> Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)</p> <p><b>Explanatory;</b> Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information <b>Short sentences</b> to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p><b>Simile openers</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunctions and / or / but / so / for/ yet</p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions. <b>- 'ed' clauses as openers</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his</i></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Prepositions</b> at underneath since towards beneath beyond</p> <p><b>Conditionals</b> could, should, would</p> <p><b>Comparative and Superlative</b> adjectives e.g. small smaller smallest good better best</p> <p><b>Proper nouns</b> refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. we were instead of we was, or I did instead of I done)</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off fronted adverbials.</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> e.g. <i>the girl's name,</i> <i>the boys' boots</i> as opposed to <b>s</b> to mark a plural</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation:</b> <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Statement</b> <b>question</b> <b>exclamation</b> <b>command</b> <b>Full stops</b> <b>Capital letter</b> <b>Question mark</b> <b>Exclamation mark</b> <b>'Speech marks'</b> <b>Direct speech</b> <b>Inverted commas</b> Bullet points <b>Apostrophe (contractions only)</b> <b>Commas for sentence of 3 – description, action</b> Colon – instructions</p> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b></p>

<p><b>Instruction/procedural:</b> Create cohesion through the use of nouns and pronouns Use fronted adverbials</p> <p><b>Persuasive:</b> Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases</p> <p><b>Reports:</b> Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas</p> <p><b>Recounts:</b> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p>	<p><i>post.</i></p> <p><b>Expanded -'ing' clauses as openers</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><b>Drop in -'ing' clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p> <p><b>Verb, person</b> Sentence <b>If, if, if, then</b> Sentence <b>Personification of the weather</b> Sentence <b>ing, -ed</b> Sentence</p>			<p>Imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> <b>Determiner/</b> generaliser</p> <p><b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p><b>Introduce:</b> <b>Pronoun</b> <b>Possessive pronoun</b> <b>Adverbial</b> <b>Fronted adverbial</b> <b>Apostrophe – plural</b> <b>Possession</b></p>
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Y5 Overview				
Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narratives:</b> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language Dialogue is used to convey characters' thoughts and to move the narrative forward.</p> <p><b>Discussion:</b> Create cohesion within paragraphs using adverbials Use layout devices to provide additional</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> <b>Relative clauses beginning with</b> who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Expanded -ed clauses as openers</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> <b>Metaphor</b> <b>Personification</b> <b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. <i>Someone, somewhere was out to get him.</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. -ate; -ise; -ify</p> <p><b>Verb prefixes</b> e.g. dis-, de-, mis-, over-</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> <b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets / dashes / commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation:</b> <b>Sentence statement question exclamation command</b> <b>Full stops/ Capitals</b> <b>Question mark</b> <b>Exclamation mark</b> <b>'Speech marks'</b> <b>Direct speech</b> <b>Inverted commas</b> <b>Apostrophe</b> <b>contractions/ possession</b> <b>Commas for sentence of 3 – description, action</b> Colon – instructions</p>

<p>information and guide the reader</p> <p><b>Explanatory:</b> Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words</p> <p><b>Instruction/procedural:</b> Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader</p> <p><b>Persuasive:</b> Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials</p> <p><b>Reports:</b> Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p> <p><b>Recounts:</b> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p>	<p><i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of openers using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in -'ed' clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech (speech + verb + action)</b> e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs</b> e.g. might, should, will, must or adverbs perhaps, surely</p> <p><b>2 pairs</b> sentence    <b>O.(I.)</b> sentence <b>NOUN, which/who, where</b> sentence <b>3 bad-(dash) question?</b> sentence <b>P.C.</b> sentence <b>The more, the more</b> sentence <b>Irony</b> sentence</p>	<p>and re-</p>		<p><b>Parenthesis / bracket / dash</b></p> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> <b>Imperative</b> <b>Tense (past, present, future)</b> <b>Conjunction / connective</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b> Alliteration Simile – 'as' / 'like' Synonyms</p> <p><b>Introduce:</b> <b>Relative clause/pronoun</b> <b>Modal verb</b> <b>Parenthesis</b> <b>Bracket- dash</b> <b>Determiner</b> <b>Cohesion</b> <b>Ambiguity</b> Metaphor Personification Onomatopoeia Rhetorical question <b>Tense: present and past progressive;</b></p>
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## Y6 Overview

Writing Genre	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Narratives:</b> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non sequentially (e.g. flashbacks) through the use of adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Dialogue is used to convey characters' thoughts and to move the narrative forward.</p> <p><b>Discussion:</b> Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses</p> <p><b>Explanatory:</b> Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used</p> <p><b>Instruction/procedural:</b> Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features</p> <p><b>Persuasive:</b> Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b> <b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b> <b>Secure use of complex sentences:</b> <b>(Subordination) Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom. <b>Active:</b> The class heated the water. <b>Passive:</b> The water was heated.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.</i></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags) e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i></p> <p><b>DE:DE</b> sentence <b>Some; others</b> sentence <b>IMAGINE 3:</b> sentence</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i></p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation:</b> <b>Sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Indirect speech Inverted commas Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash</b></p> <p><b>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase Verb / Adverb Imperative Tense (past, present, future) Conjunction / connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive present perfect; past perfect</b></p> <p><b>Cohesion Ambiguity</b> Alliteration Simile – 'as' / 'like'</p>

<p>subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p><b>Reports:</b> Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.</p> <p><b>Recounts:</b> Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p>				<p>Synonyms</p> <p><b><u>Introduce:</u></b> <b>Active and passive voice</b> <b>Subject and object</b> <b>Hyphen</b> <b>Synonym, antonym</b> <b>Colon/ semi-colon</b> <b>Bullet points</b> <b>Ellipsis</b> <b>Subjunctive</b></p>
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