



Waterhouses CE
Primary Academy

English Long Term Plan – OVERVIEW

Waterhouses Primary School

Progression in Knowledge through Genres - Cycle A 2022/2023

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 1	Non-fiction: Instructions How to make a superhero mask	Narrative: Character Flaw Jubati the Tortoise	Narrative: Wishing Tale: Queen Victoria’s Bathing Machine Poetry Reading: Poetry: Acrostic poems	Narrative (used for Non-Fictional writing) : Oliver’s Vegetable Oliver’s Fruit Salad	Narrative: Modifying well-known stories (changing a character, amending the ending, changing the setting, etc). Light House Keeper’s Lunch	Non-Fiction: Big Book of Bugs Narrative: Stories that use predictable and patterned language Aaargh Spider Poetry: Commotion in the Ocean
Use phonic knowledge for a purpose	Labels Lists Captions	Story sequencing	Story sequencing and retelling	Lists Instructions	Recount: Postcard Diary Letters	Fact Files on Mini beasts
Purpose	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s	Writing to entertain (narrative)	Writing to entertain (narrative)	Writing to entertain (narrative) To ensure something is done effectively and/or correctly with a successful outcome for the participant/s	To give details of an event that has happened	Writing to entertain (narrative) To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.
Fiction - Text Structure		<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to 	<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create 	<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to 		<ul style="list-style-type: none"> simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create texts that make sense main participants are human or animal

		<p>create texts that make sense</p> <ul style="list-style-type: none"> 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>texts that make sense</p> <ul style="list-style-type: none"> 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>create texts that make sense</p> <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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>Retell and invent narrative</p> <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark correct past tense form written in the third person conjunctions to join ideas separate words with spaces 	<p>Retell and invent narrative</p> <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark correct past tense form written in the third person conjunctions to join ideas separate words with spaces using a capital letter for names of people, 	<p>Retell and invent narrative</p> <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark correct past tense form written in the third person conjunctions to join ideas separate words with spaces using a capital letter for names of people, 		<p>Retell and invent narrative</p> <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark correct past tense form written in the third person conjunctions to join ideas separate words with spaces using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

		<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' 	places, the days of the week and the personal pronoun 'I'	places, the days of the week and the personal pronoun 'I'		
Non-Fiction Text Structure	Simple instructions <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark word choices correct past tense form labels and captions using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' 			Simple instructions <ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark word choices correct past tense form labels and captions using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' 	Recount of event <ul style="list-style-type: none"> concept of a sentence begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark word choices correct past tense form written in the first person using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' 	Fact-file <ul style="list-style-type: none"> concept of a sentence begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark word choices labels and captions using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	Songs & Rhymes		Songs & Rhymes		Songs & Rhymes	

Handwriting Year 1	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.					
Key Terminology Year 1	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark					
Yr 2/3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Non-Fiction: Instructions Terrific Teeth	Narrative: Journey Tale Journey Aaron Becker	Poetry: Jabberwocky Ning Nang Narrative: Historical Stories and Stories told as playscripts Macbeth	Narrative: Stories that use predictable and patterned language and traditional stories The Enormous Turnip Narrative to support Non-Fiction writing Instructions and Diaries: The Tiny Seed by Eric Carle Poetry Reading and Writing: Diamantes	Non-Fiction: Explanation texts Tourism leaflets within the locality Writing to Persuade Holiday brochures Poetry Reading and Writing: Free Verse	Narrative to support Non-Fiction writing: Report and classification. The Perfect Pet
Purpose	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s	Writing to entertain (narrative)	Writing to entertain (narrative)	Writing to entertain (narrative) To give details of an event that has happened To ensure something is done effectively and/or correctly with a successful outcome for the participant/s	Writing to entertain (narrative) To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	Writing to entertain (narrative) To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information. To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.
Fiction - Text Structure		As Year 1, plus:	As Year 1, plus:	As Year 1, plus:		As Year 1, plus:

<p>Year 2</p>		<ul style="list-style-type: none"> • they are simply developed as either good or bad characters • 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. 	<ul style="list-style-type: none"> • they are simply developed as either good or bad characters • 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. 	<ul style="list-style-type: none"> • they are simply developed as either good or bad characters • 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. 		<ul style="list-style-type: none"> • they are simply developed as either good or bad characters • 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>Fiction - Text Structure Year 3</p>		<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those 	<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events 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... 	<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events 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 		<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events 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... • dialogue begins to be used to convey characters' thoughts and to move the narrative forward

		<p>of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</p> <ul style="list-style-type: none"> • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc. 	<ul style="list-style-type: none"> • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc. 	<p>the deep dark woods...</p> <ul style="list-style-type: none"> • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc. 		<ul style="list-style-type: none"> • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.
Year 2		<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction 	<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions 	<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and 	<p>Basic persuasive text</p> <ul style="list-style-type: none"> • rhetorical questions • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • effective use of noun phrases <p>written in present tense</p>	<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • exclamation sentences

		<ul style="list-style-type: none"> • simple co-ordinating and subordinating conjunctions • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<p>subordinating conjunctions</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 		<ul style="list-style-type: none"> • comparable adjectives • commas to separate items in a list • verbs chosen for effect • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Basic persuasive text</p> <ul style="list-style-type: none"> • rhetorical questions • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • effective use of noun phrases written in present tense
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<p>Year 3</p>		<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect <p>cohesion created, and repetition avoided through the use of nouns and pronouns</p>	<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns 	<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns 	<p>Basic persuasive text</p> <ul style="list-style-type: none"> • rhetorical questions • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • effective use of noun phrases • written in present tense 	<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns <p>Basic persuasive text</p> <ul style="list-style-type: none"> • introduction to paragraphs as a way to group related material • rhetorical questions • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • effective use of noun phrases • written in present tense / use of present perfect form of verbs
<p>Non-Fiction Text Structure Year 2</p>	<p>Developed instructions.</p> <ul style="list-style-type: none"> • developed sequencing with subordinating and coordinating 			<p>Simple recount</p> <ul style="list-style-type: none"> • past tense • progressive forms of verbs 	<p>Sectioned explanation</p> <ul style="list-style-type: none"> • questions used to form titles • consistent use of present tense 	<p>Basic non-chronological report</p> <ul style="list-style-type: none"> • present tense • opening questions • concluding exclamatory sentence

	<p>conjunctions to join information and give reasons commas to separate items in a list</p>			<ul style="list-style-type: none"> exclamatory sentences to make personal comments subordinating and coordinating conjunctions to join information and give reasons use of noun phrases adverbs of time to sequence events <p>Developed instructions</p> <ul style="list-style-type: none"> developed sequencing with subordinating and coordinating conjunctions to join information and give reasons commas to separate items in a list 	<ul style="list-style-type: none"> conjunctions e.g. so...because to explain express time, place and cause using conjunctions, adverbs and prepositions heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> subordinating and coordinating conjunctions to join information and give reasons adverbs
<p>Non-Fiction Text Structure Year 3</p>	<p>5 part instructions</p> <ul style="list-style-type: none"> commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ adverbs of time to sequence and to add detail 			<p>Sectioned recount</p> <ul style="list-style-type: none"> planned in sections using conjunctions, adverbs and prepositions to sequence events word choices and developed sentence structures to match recount texts Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate 	<p>Sectioned explanation</p> <ul style="list-style-type: none"> questions used to form titles Introduction to paragraphs as a way to group related material consistent use of present tense conjunctions e.g. so...because to explain express time, place and cause using conjunctions, adverbs and prepositions heading and subheadings used to aid presentation 	<p>Sectioned non-chronological report</p> <ul style="list-style-type: none"> planned into sections headings sub-headings conjunctions to join information and give reasons present perfect tense word choices to match information texts

	<ul style="list-style-type: none"> headings and subheadings to aid presentation time, place and cause expressed using conjunctions, adverbs or prepositions 			<p>direct speech, if appropriate</p> <p>5 part instructions</p> <ul style="list-style-type: none"> commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ adverbs of time to sequence and to add detail headings and subheadings to aid presentation time, place and cause expressed using conjunctions, adverbs or prepositions 		
Handwriting Year 2	<p>form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.</p>					
Handwriting Year 3	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>					
Key Terminology Year 2	<p>noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>					
Year 3	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>					

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 4/5/6						

	<p>Narrative: Stories set in historical context Boy with the Bronze Axe</p> <p>Non-Fiction: Romans</p>	<p>Narrative: Conquering a monster tale How to train your dragon</p> <p>Non Fiction: Instructions How to take care of your dragon</p>	<p>Non Fiction: Reports and Recounts How to look after your Human</p> <p>Poetry Reading: Clerihews</p>	<p>Narrative: Stories with dilemmas (film study) The Lorax</p> <p>Narrative: Adventure Stories The Explorer</p> <p>Non-Fiction: Writing to persuade. Letters Rainforests</p>	<p>Narrative: Stories set in familiar settings Broccoli Boy</p> <p>Non-Fiction: Writing to persuade. Leaflets</p> <p>Non-chronological report:</p> <p>Poetry: Kenning</p>	<p>Narrative: Stories set in historical contexts Who let the God's out?</p> <p>Narrative: Myths and Legends to support Non-Fiction Writing - Explanation Percy Jackson and the lightning thief (film study)</p>
Purpose			To give details of an event that has happened	<p>To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.</p> <p>To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.</p>	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.
Fiction - Text Structure Year 4	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • 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, 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • 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, 		<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • 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 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • 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 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • 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

	<p>sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.</p>	<p>expressive verbs and figurative language etc.</p>		<p>verbs and figurative language etc.</p>	<p>verbs and figurative language etc.</p>	<p>verbs and figurative language etc.</p>
<p>Fiction - Text Structure Year 5</p>	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 		<p>As Year 4, plus:</p> <ul style="list-style-type: none"> narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language

Fiction - Text Structure Year 6	As Year 5, plus: assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	As Year 5, plus: <i>assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this</i>	As Year 5, plus: assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this		As Year 5, plus: assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	As Year 5, plus: assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this
Year 4	Developed narrative with focus on sequence <ul style="list-style-type: none"> sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials as single words, phrases and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character develop characters 	Developed narrative with focus on sequence <ul style="list-style-type: none"> sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials as single words, phrases and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character develop characters through dialogue and action standard forms of verb inflections used instead of local spoken forms 	Developed narrative with focus on sequence <ul style="list-style-type: none"> sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials as single words, phrases and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character develop characters through dialogue and action standard forms of verb inflections used instead of local spoken forms apostrophes for plural possession 		Developed narrative with focus on sequence <ul style="list-style-type: none"> sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials as single words, phrases and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character develop characters through dialogue and action standard forms of verb inflections used instead of local spoken forms apostrophes for plural possession 	Developed narrative with focus on sequence <ul style="list-style-type: none"> sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials as single words, phrases and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character develop characters through dialogue and action standard forms of verb inflections used instead of local spoken forms apostrophes for plural possession past progressive and present perfect

	<p>through dialogue and action</p> <ul style="list-style-type: none"> • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession <p>past progressive and present perfect</p>	<ul style="list-style-type: none"> • apostrophes for plural possession <p><i>past progressive and present perfect</i></p>	<p>past progressive and present perfect</p>		<p>past progressive and present perfect</p>	
Year 5	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 		<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility

	<ul style="list-style-type: none"> adverbs of possibility 					
Year 6	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) sustained register with well-rounded ending ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register atmosphere and mood created through effective word choice, sentence structure and literary devices past perfect tense to link events, including 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) sustained register with well-rounded ending ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register atmosphere and mood created through effective word choice, sentence structure and literary devices past perfect tense to link events, including past perfect progressive action, dialogue and description used to move events forward subjunctive form to hypothesise colons, semi-colons and dashes used to 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) sustained register with well-rounded ending ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register atmosphere and mood created through effective word choice, sentence structure and literary devices past perfect tense to link events, including past perfect progressive action, dialogue and description used to move events forward subjunctive form to hypothesise colons, semi-colons and dashes used to separate and link ideas 		<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) sustained register with well-rounded ending ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register atmosphere and mood created through effective word choice, sentence structure and literary devices past perfect tense to link events, including past perfect progressive action, dialogue and description used to move events forward subjunctive form to hypothesise colons, semi-colons and dashes used to separate and link ideas 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) sustained register with well-rounded ending ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register atmosphere and mood created through effective word choice, sentence structure and literary devices past perfect tense to link events, including past perfect progressive action, dialogue and description used to move events forward subjunctive form to hypothesise colons, semi-colons and dashes used to separate and link ideas

	<p>past perfect progressive</p> <ul style="list-style-type: none"> • action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas 	<p>separate and link ideas</p>				
<p>Non-Fiction Text Structure Year 4</p>			<p>Developed recount with paragraphs</p> <ul style="list-style-type: none"> • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	<p>Non-chronological report with paragraphs</p> <ul style="list-style-type: none"> • organised into sections with appropriate headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices <p>appropriate use of pronouns and nouns</p> <p>Persuasive text with paragraphs</p> <ul style="list-style-type: none"> • cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases 	<p>Persuasive text with paragraphs</p> <ul style="list-style-type: none"> • cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. DAFOREST) • modal verbs to indicate degrees of possibility 	<p>Explanation text with paragraphs</p> <ul style="list-style-type: none"> • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns

				<ul style="list-style-type: none"> persuasive writing features (e.g. DAFOREST) modal verbs 		
<p>Non-Fiction Text Structure Year 5</p>			<p>Journalistic writing</p> <ul style="list-style-type: none"> focusing on journalistic vocab and sentence structures cohesion through choice of techniques within and across paragraphs structural features included in newsreader script / newspaper use of the past perfect <p>modal verbs can be used to indicate degrees of possibility</p>	<p>Autobiography</p> <ul style="list-style-type: none"> cohesion through a variety of devices within and across paragraphs relative clauses with commas and brackets to add information structured paragraphs linked with adverbials <p>indicate degrees of possibility using modal verbs and adverbs</p> <p>Developed persuasive text</p> <ul style="list-style-type: none"> evaluating the contrast between formal and informal persuasive texts cohesion through choice of techniques expanded noun phrases persuasive writing features (e.g. DAFOREST) modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	<p>Developed persuasive text</p> <ul style="list-style-type: none"> evaluating the contrast between formal and informal persuasive texts cohesion through choice of techniques expanded noun phrases persuasive writing features (e.g. DAFOREST) modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	<p>Developed explanation text</p> <ul style="list-style-type: none"> indicate degrees of possibility using adverbs and modal verbs layout devices to provide additional information and guide the reader cohesion within paragraphs using adverbials relative clauses used to add further information parenthesis to add to the clarification of technical words
<p>Non-Fiction Text Structure</p>			<p>Developed journalistic writing</p>	<p>Biography</p>	<p>Advanced persuasive text</p>	<p>Scientific writing/report</p>

Year 6			<p>(If ready or repeat Year 5)</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports <p>past perfect progressive form of verbs</p>	<ul style="list-style-type: none"> • cohesion through a wider variety of devices • layout devices including headings, sub-headings, columns, bullets and tables to structure texts • semi-colons for items in a list and colons to introduce lists • sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality • the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity 	<ul style="list-style-type: none"> • adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs • persuasive writing features (e.g. DAFOREST) <p>hyphens to avoid ambiguity</p>	<ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language <p>Advanced persuasive text</p> <ul style="list-style-type: none"> • adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs • persuasive writing features (e.g. DAFOREST) <p>hyphens to avoid ambiguity</p>
Handwriting Y4	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Handwriting Y5 and 6	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.					
Key Terminology Year 4	determiner pronoun, possessive pronoun adverbial					
Key Terminology	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity					

Year 5	
Key Terminology Year 6	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points