English Long Term Plan – OVERVIEW

Waterhouses Primary School

Progression in Knowledge through Genres   -   Cycle B 2023/2024

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 1	**Non-fiction: Recount - Diary** Samuel Pepys Diary **List** Baking Bread	**Narrative: Stories that use predictable and patterned language/stories from a familiar setting** Sam's Sandwich	**Narrative: Scary Stories** Orion and the Dark **Poetry Reading: Poetry:** Star Light, Star Bright (Traditional) Good Night, Good Night by Dennis Lee	**Narrative: Stories from different cultures** Handa's Surprise If all the World…	**Narrative: Stories set in historical contexts** Cave Baby **Non-Fiction: Instructions** How to wash a Woolly Mammoth	**Non-Fiction: Reports - Fact Files** Where in the World is Barnaby Bear UK travel **Poetry:** Mud by John Smith Now we are six by AA Milne
Use phonic knowledge for a purpose	**Labels Lists Diary**	**Story sequencing**	**Story sequencing and retelling**	**Story sequencing and retelling**	**Story invent – change/modify a character or ending Instructions**	**Fact Files on capital cities of the UK**
Purpose	To give details of an event that has happened	Writing to entertain (narrative)	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 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		• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to	• 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	• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to	• 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 • 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	texts that make sense • 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	create texts that make sense • 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	create texts that make sense • 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	
		Retell and invent narrative • 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	**Retell and invent narrative** • 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,	**Retell and invent narrative** • 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	**Retell and invent narrative** • 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,	

		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'	people, 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	**Recount of event** • 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'				**Simple instructions** • 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'	**Fact-file** • 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 Baking Bread **Recount** Vlad and the Great Fire of London	**Non-Fiction: Report Explanations** Cats Eyes and Dog Whistles **Poetry learning by heart:** Biking by Judith Nicholls	**Narrative: Scary Stories** The Owl who was afraid of the Dark Monsters Inc (film study) **Poetry learning by heart:** Breakfast by P H Kilby From Night by William Blake	**Narrative: Stories from different cultures** If all the World… **Narrative to support Non-Fiction writing Persuasive Texts - Book Review and Book Blurb**: Wolf	**Narrative: Stories set in an historical context** Stone Age Boy	**Narrative: Stories set in familiar settings** Voices in the Park The Tunnel Into the Forest By Anthony Browne **Poetry Reading and Writing:** A dragonfly by Eleanor Farjeon Until I Saw the Sea by Lillian Moore
Purpose	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	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 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.	Use narrative to organise ideas, structure thinking and, ultimately, writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways	Use narrative to organise ideas, structure thinking and, ultimately, writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	Use narrative to organise ideas, structure thinking and, ultimately, writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways	Use narrative to organise ideas, structure thinking and, ultimately, writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways
Fiction - Text Structure			As Year 1, plus:	As Year 1, plus:	As Year 1, plus:	As Year 1, plus:

Year 2			• 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.	• 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.	• 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.	• 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.
Fiction - Text Structure **Year 3**		•	• 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	• 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	• 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	• 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 • language choices help create realistic sounding narratives e.g.

			• move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.	characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.	• move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.	shouted/muttered instead of said etc.
Year 2			**Simple narrative and description** • 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 • comparable adjectives • commas to separate items in a list	**Simple narrative and description** • 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 • comparable adjectives	**Simple narrative and description** • 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 • comparable adjectives • commas to separate items in a list	**Simple narrative and description** • 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 • 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

			• 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	• 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	• 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	function as a statement, question, exclamation or command
Year 3			**Developed narrative with focus on paragraphing** • 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	**Developed narrative with focus on paragraphing** • 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	**Developed narrative with focus on paragraphing** • 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	**Developed narrative with focus on paragraphing** • 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

			verbs and adverbs	noun phrases	noun phrases	cohesion created, and
			• verbs and adverbs chosen for effect cohesion created, and repetition avoided through the use of nouns and pronouns	• noun phrases • verbs and adverbs chosen for effect cohesion created, and repetition avoided through the use of nouns and pronouns	• noun phrases • verbs and adverbs chosen for effect cohesion created, and repetition avoided through the use of nouns and pronouns	repetition avoided through the use of nouns and pronouns
Non-Fiction Text Structure **Year 2**	**Developed instructions** • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons commas to separate items in a list **Simple recount** • past tense • progressive forms of verbs • 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	**Sectioned explanation** • questions used to form titles • 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 **Basic non-chronological report** • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons		**Basic persuasive text** • 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		

		• adverbs				
Non-Fiction Text Structure **Year 3**	**5 part instructions** • 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* **Sectioned recount** • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed	**Sectioned explanation** • 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 **Sectioned non-chronological report** • planned into sections • headings • sub-headings • conjunctions to join information and give reasons • present perfect tense word choices to match information texts		**Basic persuasive text** • 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		

	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 direct speech, if appropriate					
Handwriting Year 2	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.					
Handwriting Year 3	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].					
Key Terminology Year 2	noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma					
Year 3	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')					

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 4/5/6						
	Narrative: Stories with dilemmas Hacker by M Blackman The true story of the 3 Little Pigs	**Narrative: Adventure stories** **Non Fiction: Writing to Persuade Letters (message in a bottle)** Kensuke's Kingdom	**Narrative: Myths and legends/ Folk tales** **Poetry:** Firebird	**Narrative: Mystery stories** Secrets of a Sun King **Non-Fiction: Explanations** Egypt Magnified	**Narrative: Myths and Legends** Hero Twins **Non-Fiction: Reports**. Sacrifice and Rituals	**Narrative: Fairy tale set in historical setting** The Firework Maker's Daughter by Philip Pullman Escape from Pompeii

					Poetry: Kenning	
Narrative to support Non Fiction Writing: Recounts and discussion texts: Debate **Poetry:** Haiku						
Purpose	Stories are written or told to entertain and enthral an audience. To give details of an event that has happened To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.	Stories are written or told to entertain and enthral an audience. To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	Stories are written or told to entertain and enthral an audience.	Stories are written or told to entertain and enthral an audience. 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.	Stories are written or told to entertain and enthral an audience. 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.	Stories are written or told to entertain and enthral an audience.
Fiction - Text Structure **Year 4**	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g.	As Year 3, plus: • 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	As Year 3, plus: • 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	As Year 3, plus: • 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	As Year 3, plus: • 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	As Year 3, plus: • 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.

	adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	and figurative language etc.	verbs and figurative language etc.	verbs and figurative language etc.	verbs and figurative language etc.	
Fiction - Text Structure **Year 5**	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use 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	As Year 5, plus:	As Year 5, plus: *assured and*	As Year 5, plus:	As Year 5, plus:	As Year 5, plus:	As Year 5, plus:

Year 6	assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	*conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this*	assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this	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** • 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	**Developed narrative with focus on sequence** • 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*	**Developed narrative with focus on sequence** • 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	**Developed narrative with focus on sequence** • 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	**Developed narrative with focus on sequence** • 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	**Developed narrative with focus on sequence** • 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

	inflections used instead of local spoken forms • apostrophes for plural possession past progressive and present perfect					
Year 5	**Developed narrative with focus on cohesion** • 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	**Developed narrative with focus on cohesion** • 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	**Developed narrative with focus on cohesion** • 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	**Developed narrative with focus on cohesion** • 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	**Developed narrative with focus on cohesion** • 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	**Developed narrative with focus on cohesion** • 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

Year 6	Developed narrative with focus on atmosphere and shifts	Developed narrative with focus on atmosphere and shifts	Developed narrative with focus on atmosphere and shifts	Developed narrative with focus on atmosphere and shifts	Developed narrative with focus on atmosphere and shifts	Developed narrative with focus on atmosphere and shifts
	• 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	• 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	• 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	• 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	• 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	• 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

	• action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas					
Non-Fiction Text Structure **Year 4**	**Developed recount with paragraphs** • 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 **Basic discussion text** • consistent use of present tense – recap from Y2 • present perfect form of verbs –	**Persuasive text with paragraphs** • 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		**Explanation text with paragraphs** • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns	**Non-chronological report with paragraphs** • 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 appropriate use of pronouns and nouns	

	recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however… heading and subheadings used to aid presentation – recap from Y3					
Non-Fiction Text Structure **Year 5**	**Journalistic writing** • 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 modal verbs can be used to indicate degrees of possibility	**Developed persuasive text** • 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		**Developed explanation text** • 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	**Autobiography** • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials indicate degrees of possibility using modal verbs and adverbs	

	Advanced discussion text • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility					
Non-Fiction Text Structure **Year 6**	**Developed journalistic writing** *(If ready or repeat Year 5)* • 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	**Advanced persuasive text** • 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)		**Scientific writing/report** • 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	**Biography** • 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 difference pieces of different levels of formality	

	independent clauses • structural features included in newspaper reports past perfect progressive form of verbs **Complex discussion text** • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments • language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice subjunctive form to hypothesise	hyphens to avoid ambiguity			• 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	

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 Year 5	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Key Terminology Year 6	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points