English Writing Coverage and progression through Genres

Term Key					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Genre	Year 3 **Terminology – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas (or 'speech marks').**	Year 4 **Terminology – determiner, pronoun, possessive pronoun, adverbial**	Year 5 **Terminology – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**	Year 6 **Terminology – subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.**
Instructions	**My Strong Mind** Independent write – my healthy body instructions Text Structure: • A set of what is required and equipment needed are outlined clearly • Organised into clear points denoted by time Sentence: • Simple sentences with extra description • Some complex sentences using when, if, as etc • Adverbials eg when the glue dries, attach the screen Useful Vocabulary: • Afterwards, After that,To begin with, Begin by, Secondly, The next step is to, With a slow movement, With a quick pull,Try to Word Classes: **Noun -** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs -** Present perfect forms of verbs instead of 'the' **Adjectives -** Choose appropriate adjectives. **Conjunctions -** Express time and cause (when, so, before, after, while, because) **Tense -** Correct and consistent use of past and present tense. **Adverbs -** Introduce/revise adverbs. Express time and cause; then, next, soon.			**WW2 recipe using rationed food (History link with WW2, specifically How did daily life in Britain change during WW2?)** Text Structure: • Consolidate work from previous learning Sentence: • Modifiers are used to intensify or qualify e.g. insignificantamount, exceptionally. • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writers position e.g. If the temperature gets too high… • Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. • Prepositional phrases used cleverly e.g. In the event of overcooking… • Useful Vocabulary: Whilst that is… ,Focus on…,Try to make sure that… When you do, don't forget, I would suggest… Many people at this stage… Word Classes: **Noun:** Expanded noun phrases to convey complicated information concisely. **Verbs:** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives:** Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. **Tense:** Change tense according to features of the genre. **Adverbs:** Link ideas across a text using cohesive devices such as adverbials. Punctuation: Use a wide range of punctuation throughout the writing.
Explanation	**Street Beneath my Feet** Text Structure: • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. • Labelled diagrams where necessary	**Digestion (The Gut Garden) Science link** **Independent Write – explanation of The Battle of Marathon (history link – Ancient Greeks)** Text Structure: • Clear introduction and conclusion • Links between sentences help to navigate the reader from one idea to the next		

	Sentence: • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Adverbials e.g. When the earwig, it …. • prepositions Useful Vocabulary: Soon, Meanwhile, To begin with, What does ….., Can you believe that …, It is difficult to Word Classes: **Noun-** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs-** Present perfect forms of verbs instead of 'the' **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Express time and cause (when, so, before, after, while, because) **Tense -** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.	• Paragraphs organised correctly around key events Sentence: • Variation in sentence structures e.g. While the food is in the stomach… • Use embedded/relative clauses e.g. Proteins, which are essential for growth, …. • Include adverbs to show how often e.g. additionally, frequently, rarely. • Sentences build from a general idea to more specific. Useful Vocabulary: After that, During, Soon, Meanwhile, To begin with, continues, As a result, In conclusion, Word Classes: **Noun-** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs-** Present perfect forms of verbs instead of 'the' **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Express time and cause (when, so, before, after, while, because) **Tense -** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.		
Recount	**Secrets of a Sun King** **Link with History** Text Structure: • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. Sentence: • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Adverbials e.g. When Tutankhamun became pharaoh, he …. Useful Vocabulary: Three thousand years ago, During a time of peace/unrest, Soon, Meanwhile, To begin with He was pleased that, He didn't expect that, It was difficult to Word Classes: **Noun-** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs-** Present perfect forms of verbs instead of 'the' **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Express time and cause (when, so, before, after, while, because) **Tense -** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.	**Diary :The Journey of Iliona – the young slave (History Link – Romans) Independent Write pending** Text Structure: • Clear introduction and conclusion • Links between sentences help to navigate the reader from one idea to the next • Paragraphs organised correctly around key events • Elaboration is used to reveal the writer's emotions and responses Sentence: • Variation in sentence structures e.g. While I watched the gladiator show… • Use embedded/relative clauses e.g. Slaves, who weren't always badly treated, …. • Include adverbs to show how often e.g. additionally, frequently, rarely. • Sentences build from a general idea to more specific. • Consistently written in the first person • Use emotive language to show personal response e.g. ashamed, hopeful …. Useful Vocabulary: Two thousand years ago, During a time of peace/unrest, Soon, Meanwhile, To begin with I was pleased that, I didn't expect that, It was difficult to Word Classes: **Noun-** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs-** Present perfect forms of verbs instead of 'the' **Adjectives -** Choose appropriate adjectives.	**Diary/journal based on Mars Transmission Independent Write - Pending** Text Structure: • Developed introduction and conclusion including elaborated personal response. • Description of events are detailed and engaging. • The information is organized chronologically with clear signals to the reader about time, place and personal response. • Purpose of the recount an experience revealing the writer's perspective. Sentence: • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. • Wide range of subordinate • connectives e.g. whilst, Useful Vocabulary: As it happened, As a result of, Consequently, Subsequently, Unlike the rest of the group, I felt… In a flash... Presently, Meanwhile, In conclusion, The experience overall.. Word Classes: **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions	**Diary – The Explorer diary entry of a group of people looking to find their way home (Geography N and S America specifically What countries are in North and South America?)** **Letters from the Lighthouse – recount the story of young siblings evacuated through the Kindertransport scheme (History WW2 specifically How did daily life in Britain change during WW2?)** Text Structure • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. Sentence: • Verb forms are controlled and precise e.g. It would beregrettable if the wildlife funds come to anend. • Modifiers are used to intensify or qualify e.g. insignificantamount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writers position • e.g. As a consequenceof their actions… • Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. • Prepositional phrases used cleverly. • e.g. In the event of afire… Useful Vocabulary:

		Conjunctions- Express time and cause (when, so, before, after, while, because) **Tense -** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.	**Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number.	They are unusually,They are rarely, They are never... They are very…, Generally, Be careful if you, Frequently they…, I will attempt to…, This article will frame…, It can be difficult to…, Each paragraph…, More than half, Less then half… Word Classes: **Noun-** Expanded noun phrases to convey complicated information concisely **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** - link ideas across a text using cohesive devices such as adverbials.
Non Chronological Reports	**Skeletons and Muscles** **Link with Science** Text Structure • Clear introduction • Organised into paragraphs shaped around a key topic sentence • Use of sub-headings Sentence • Simple sentences with extra description • Some complex sentences using when, if, as etc • Tense consistent eg modal verbs can/will • Adverbials eg. when the muscle contracts Useful Vocabulary – The following report, They don't, It doesn't, Sometimes, Often, Most Word Classes **Noun** – form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** – present perfect forms of verbs instead of 'the' **Adjectives** – choose appropriate adjectives **Conjunctions** – Express time and cause (when, so , before, after, while, because) **Tense** – correct and consistent use of past and present tense **Adverbs** – introduce/revise adverbs. Express time and cause; then, next, soon.	**Earthquakes (link with geography Earthquakes and Volcanoes)** **Independent Write: non-chron on Volcanoes** Text Structure • Clear introduction and conclusion • Links between sentences help to navigate the reader from one idea to the next • Paragraphs organised correctly into key ideas • Sub-headings are used to organise information eg. Geographical information, Types of Volcanoes Sentence • Variation in sentence structures e.g. While eruption begins, the magma … • Use embedded/relative clauses • e.g. Dormant volcanoes, which have not erupted for hundreds of years, …. • Include adverbs to show how often e.g. additionally, frequently, rarely. • Sentences build from a general idea to more specific. • Use technical vocabulary to show the reader the writer's expertise. Useful Vocabulary – This report will, The following information, Usually, Normally, Even though, Despite the fact that, As a rule Word Classes **Noun** – Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases **Verbs** – Standard English forms for verbs **Adjectives** – choose appropriate adjectives **Conjunctions** – Use a wide range of conjunctions **Tense** – correct and consistent use of past and present tense **Adverbs** – Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	**Report on Emperor Penguin.** **Independent Write- *Children's choice of animal*.** Text Structure • Developed introduction and conclusion using all the layout features. • Description of the phenomenon is technical and accurate. • Generalized sentences are used to categorise and sort information for the reader • Purpose of the report is to inform the reader and to describe the way things are. • Formal and technical language used throughout to engage the reader. Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. • Wide range of subordinate connectives e.g. whilst, until,despite. Useful Vocabulary The purpose of this report/article is to.. The information presented will… Some experts believe… This article is designed to, Many specialists consider, Firstly I will… It can be difficult, __ will enable you to understand. Unlike, Despite, Although, Like many. Word Classes: **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number.	**Report on a mountain – choose a mountain to research and report on (Geography mountains specifically What are the tallest mountains in the world? How does tourism affect different mountain ranges? What are the key features of a mountain?)** **Holocaust – report form a journalist who was early to discover it (History WW2 specifically What was the holocaust?)** Text Structure • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. Sentence • Verb forms are controlled and precise e.g. It would be regrettable if tourism destroyed the natural mountain habitat. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writer's position • e.g. As a consequence of their actions… • Complex noun phrases used to add detail e.g. The Jewish children were brutally separated from their parents. • Prepositional phrases used cleverly. • e.g. In the event of climbers getting lost… Useful Vocabulary – They are unusually, They are rarely, They are never.. They are very…, Generally, Be careful if you, Frequently they.., I will attempt to…, This article will frame…,It can be difficult to…, Each paragraph… More than half…, Less then half… Word Classes **Noun-** Expanded noun phrases to convey complicated information concisely

				Verbs- Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** - link ideas across a text using cohesive devices such as adverbials.
Letters		**Persuasive Letter to an author –** **Independent Write: letter to a real author who comes to visit the school** Text Structure • Clear introduction and conclusion. • Links between key ideas in the letter. Paragraphs organized correctly into key ideas. • All letter layout features included. Sentence • Variation in sentence structures e.g. While we read at school… As we have a school library… • Use embedded/relative clauses • e.g. Mrs Fulcher, who is our librarian, … • The characters, that are made real,… • Include adverbs to show how often e.g. additionally, frequently, rarely. Useful Vocabulary – As I stated earlier… Referring to… This is an unfortunate… It is with regret… I would be grateful if… It is with regret that… I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could. Word Classes – **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. **Fronted adverbials** Comma after fronted adverbials. Punctation Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	**Persuasive Letter based on Kick** **Independent Write – *pending** Text Structure • Developed introduction and conclusion using all the letter layout features. • Paragraphs developed with prioritized information. • Purpose of letter clear and transparent for reader. • Formal language used throughout to engage the reader. Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the factory windows were broken. • Wide range of subordinate connectives e.g. whilst, until, despite. • Complex sentences that use well known idiom expressions. e.g Because of their courageous efforts, all the people were saved, which was nothing short of a miracle. Useful Vocabulary – I appreciate… Whilst we were waiting… Your concern… Until this is resolved… Despite speaking to… This is a disgrace… Unfortunately… Many other people also… I am delighted to inform you that… Word Classes: **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number. Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi colons	**Persuasive Letter – Scrooge – asking for support for those in the workhouse (History Crime and Punishment specifically What was the purpose of prison in the Victorian era?)** Text Structure • Letter well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. Sentence • Verb forms are controlled and precise • e.g. It would be helpful if you could let me know as this will enable us to take further action. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position • e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the unhygienic conditions inside the workhouse is extremely dangerous. • Prepositional phrases used cleverly. e.g. In the event of a fire… Useful Vocabulary Please do not hesitate to contact me… An early response would be greatly appreciated… Please accept my… I wish to express… The impact of… Despite continued efforts… Subsequently… Word Classes – **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs**

				Link ideas across a text using cohesive devices such as adverbials. Punctuation Use a wide range of punctuation throughout the writing.
Persuasion	**Holiday brochure - Skara Brae** **Link with History** **Independent write on Stonehenge.** Text Structure • Clear introduction. • Points about subject/issue • Organised into paragraphs • Sub-heading used to organise texts. Sentence • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Adverbials e.g. When they have a problem, we played after tea. • It was scary in the tunnel. • Start sentences with verbs e.g. imagine, Useful Vocabulary Surely, Obviously, Clearly, Don't you think… Firstly Secondly, Thirdly, My own view is, My last point is My final point is, Imagine, Consider, Enjoy Word Classes **Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon. Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas	**Holiday Brochure – Sicily (link with geography)** **Independent Write : holiday brochure on Italy** Text Structure • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading • Topic sentences Sentence • Variation in sentence structures e.g. While we were at the park… As we arrived… • Use embedded/relative clauses • e.g. Mrs Holt, who was very angry… The tiger, that was pacing… • Include adverbs to show how often e.g. • additionally, frequently, rarely. • More complicated rhetorical questions • e.g. haven't you always longed for a…? Useful Vocabulary I believe that, It seems to me that, It is clear that Is it any wonder that, Furthermore, As I see it Tremendous, Implore you to consider, Extremely significant, Inevitably, Finally, In conclusion In summary, The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…? Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. **Fronted adverbials** Comma after fronted adverbials. Punctuation • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.	**Persuasive Letter based on Kick** **Independent Write – Pending (see above)** **Speech based on the Anglo Saxon Battle.** **Independent Write- their own persuasive speech encouraging the Anglo-Saxons to fight the Vikings.** Text Structure – • Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view. Sentence • Verb forms are controlled and precise e.g. It will be a disaster if we do not take a stand against the Vikings • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of their actions… • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… • Prepositional phrases used cleverly. e.g. In the event of them attacking further inland … Useful Vocabulary It appears that… There can be no doubt that.. It is critical.. Fundamentally… How can anyone believe this to be true? Does anyone really believe that? As everyone knows, I cite, for example… I would draw your attention to… I would refer to… On the basis of the evidence presented… Phenomenal Unique, Unmissable,Take a moment to… Isn't it time to…? Worried about… Word Classes: **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number. Punctuation	**Persuasive Letter – Scrooge** **Independent write – To Dr Barnardo asking for support for those in the workhouse (History Crime and Punishment specifically What was the purpose of prison in the Victorian era?) (see above)** **Speech – climate change, Greta Thunberg inspired speech to reduce CO2 emissions (Geography Natural Resources specifically What are the natural resources of the world? What are the different types of pollution? How has the UK's use of natural resources changed?)** Text Structure • Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • View point is transparent for reader. • Emotive language used throughout to engage the reader. Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. • Wide range of subordinate connectives • e.g. whilst, until, despite. • Complex sentences that use well known economic expression. • e.g Because of their forward thinking efforts, people can use ….which cuts omissions …. • was nothing short of a miracle. • Persuasive statement are used to change the readers opinion. E.g. you will never need to… Useful Vocabulary It strikes me that,There is no doubt that I am convinced that, It appears, In my opinion Surely only a fool would consider, In addition Furthermore, Moreover, My evidence to support this is On balance.. Just think how… Now you can… For the rest of your life… Unbelievable Outrageous Incredible Word Classes: **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number.

			Use a wide range of punctuation throughout the writing.	Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi colons
Biography	**Grace Darling (independent write on scientists eg. Pasteur, Koch, Fleming)** Text Structure • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. Sentence • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Adverbials e.g. When he arrived at the laboratory, he realised exactly what he had discovered. Useful Vocabulary During his/her early life… Soon afterwards… Sometimes he… Strangely… One of the most remarkable facts about… His/her greatest achievement was… Word Classes **Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.			**David Attenborough biography (Science Evolution)** Text Structure • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. Sentence • Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writer's position • e.g. As a consequence of their actions… • Complex noun phrases used to add detail e.g. The young David quickly moved on from the large school ….. • Prepositional phrases used cleverly. e.g. In the event that …. Useful Vocabulary They are unusually, They are rarely,They are never.. They are very… Generally, Be careful if you Frequently they… I will attempt to… This article will frame… It can be difficult to… Each paragraph… More than,Half, Less than half… Word Classes **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials.
Balanced Argument	**Star and the Jar –** **Independent Write - should the star be returned to the sky?**	**Should we feed animals in National Parks? (science link)**	**Balanced argument based on Refugees** **Independent Write - Pending** Text Structure	

	Text Structure • Clear introduction. • Points about subject/issue • Organised into paragraphs • Sub-heading used to organise texts. Sentence • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs could/might • Adverbials e.g. When he found the star, he wanted to keep it immediately. . • Start sentences with verbs e.g. imagine, consider, enjoy. Useful Vocabulary I will begin by… Maybe… Firstly… Many people are concerned that… I wonder… Sometimes It could be argued that… Therefore… My overall feeling/opinion is… An example of this is…. It is clear that… Word Classes **Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon. Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	**Independent Write :Should boat trips be allowed on the Norfolk Broads?** Test Structure • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading • Topic sentences Sentence • Variation in sentence structures e.g. While we were at the park… As we arrived… • Use embedded/relative clauses e.g. Those tourists, who want to help the environment… The larger boat, which have a narrower bow… • Include adverbs to show how often e.g. additionally, frequently, rarely. • More complicated rhetorical questions e.g. Have you ever considered the impact of…? Useful vocabulary This piece of writing will… …feel convinced… I intend to… On the other hand… In addition… It is surprising that… On balance… Finally I would like to add… My next point concerns… Furthermore Having looked at both sides, I think…because… Having considered the arguments for and against… Whilst… Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Punctuation • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct	• Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • Both view points are transparent for reader. • Emotive language used throughout to engage the reader. Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. • Wide range of subordinate connectives e.g. whilst, until, despite. • Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which • was nothing short of a miracle. • Persuasive statements are used to change the reader's opinion. E.g. you will never need to …. Useful Vocabulary It strikes me that… My intention is to… To do this I will… As I see it… It appears to me… Naturally… It is precisely because…. Subsequently… Doubtless… Nevertheless… In stark contrast… Contrary to this position… It would seem logical… Let us consider the impact… In conclusion… The evidence presented leads Word Classes **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number. Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi colons	
Newspaper	**Geography – climate change – coastal erosion** Independent Write – newspaper article about local coastal erosion Text Structure • Clear introduction. • Points about the visit/issue	**The Creature –** **(science link with Habitats)** **Independent write: deforestation** Text Structure • Clear introduction and conclusion. • Links between key ideas in the newspaper. Who, what, where, when and why	**Newspaper article based on Wizards of Once Independent Write- changes to setting, based in Blofield.** Text Structure • Developed introduction and conclusion using all the newspaper's layout features.	**Goldilocks -newspaper article of another fairytale criminal** **Invasion of Poland 1939 – newspaper report of a town that has been invaded by Germany (History WW2 specifically Could the Second World War have been avoided?)** Text Structure

	• Organised into paragraphs denoted by time/place. • Topic sentences. • Some newspaper layout features included. • A bold eye-catching headline. Sentence • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Adverbials • e.g. As the rain continued to fall, the locals knew they would have to evacuate Useful Vocabulary While, if, as, when. Witnesses felt… He reported that… He also claimed that… She went on to state that… He continued by.. Hours later Unfortunately, Fortunately Word Classes **Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause, then, next, soon Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	• information is clear to orientate the reader. • Paragraphs organised correctly into key ideas. • All newspaper layout features included. • Bold eye-catching headline which includes alliteration. Sentence • Variation in sentence structures e.g. While the witness was distracted… As the police arrived… • Use embedded/relative clauses • e.g. Mrs Holt, who was very angry… • The tiger, that was pacing… • Include adverbs to show how often e.g. additionally, frequently, rarely. Useful Vocabulary John Smith (64), a retired community officer said… Within minutes… The forestry office confirmed that… She claimed that.. He continued by informing us that… Police were… Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Punctuation • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.	• Paragraphs developed with prioritised information into columns. • Subheadings are used as an organisational device. • Formal language used throughout to engage the reader. • Quotations are succinct/emotive. Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. • Wide range of subordinate connectives e.g. whilst, until, despite. • Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Useful Vocabulary Until this is resolved… Unfortunately… Chaos ensued… Many panicked when… He disputed… She refused to accept that… The parents agreed that… Witnesses… Pupils emphasized… They spoke to… In addition to this… Word Classes **Noun** Locate and identify expanded noun phrases. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi colons	• Newspapers well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. • Headlines include puns. Sentence • Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident… • Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. • Prepositional phrases used cleverly. e.g. In the event of a fire… Useful Vocabulary The impact of… Despite continued efforts… Subsequently… The appointed spokesman… In addition… Mrs Hedges emphasized… Tragic… Crisis situation Epic proportions… Many parents refused to accept… The horror… Politicians also spoke of how… Word Classes **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials. Word Classes **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives**

				Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials. Punctuation Use a wide range of punctuation throughout the writing.
Playscript	**Fiction - The Plague (adapt from Y4)** Text Structure • Clear introduction Scene title and description of setting. • Main body Different scenes with different characters and stage directions. Opening, Build up, Problem, Resolution and Ending included. • Conclusion Final line which concludes the story Sentence • Powerful verbs and adverbs • Stage directions – written in brackets • Sound effects/reactions of actors – written in brackets within sentences Word Classes **Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause, then, next, soon Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	**Script for a tour (not a play) – Once Upon a Raindrop (Geography link to the Water Cycle)** **Independent Write: tour of Blofield school for prospective parents** Text Structure • Clear introduction and conclusion. • Chronological order • information is clear to orientate the reader. • Paragraphs organised correctly into key ideas. Sentence • Variation in sentence structures e.g. While the witness was distracted… As the police arrived… • Use embedded/relative clauses • e.g. Mrs Holt, who was very angry… • The tiger, that was pacing… • Include adverbs to show how often e.g. additionally, frequently, rarely. • Informal manner Useful Vocabulary Now, Next, Carry on, Did you know…., Continue…, Amazingly…., Horrifyingly….. Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Punctuation • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials.		

		Use inverted commas and other punctuation to indicate direct speech.		
Narrative	Traditional Tale -The True story of the 3 Little Pigs independent write – rewrite the traditional tale from the perspective of the wolf Story - The Secret of Black Rock Link with Science - retold in different biome setting ie. Not marine Adventure story - Stone Age Boy Link with History Independent write - retold in Mesolithic times Text Structure • Time and place are referenced to guide the reader through the text e.g. in the morning • Organised into paragraphs e.g. When she arrived at the bear's house.. • Cohesion is strengthened through relationships • between characters e.g. Jack, his, his mother, her Sentence • Simple sentences with extra description. • Some complex sentences using because, which, where etc. • Tense consistent e.g. typically past tense for narration, present tense in dialogue • Dialogue is realistic and conversational in style e.g. Well, I suppose… • Verbs used are specific for action e.g. rushed, shoved, pushed • Adverbials e.g. When she reached home… • Expanded noun phrases e.g. two horrible hours Useful Vocabulary • Year 3 ambitious vocabulary used • Conjunctions: lso, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as • Adverbs: very, rather, slightly Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause, then, next, soon	**Myth- Theseus and the Minotaur (history link Ancient Greece)** **Independent write: Write own myth** Adventure story – BFG independent write: alternative dream story **Aladdin and his Enchanted Lamp** **(link with history – Silk Road)** **Independent write : alternative setting** Text Structure • Link between opening and resolution • Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood • angry mother, disheartened Jack • Paragraphs organised correctly to build up to key event • Repetition avoided through using different sentence structures and ellipsis Sentence • Variation in sentence structures e.g. while, although, until • Use embedded/relative clauses • e.g. Theseus, who smiled boldly at the king,…. • Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously • Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking Useful Vocabulary Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Punctuation Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	**Narrative story based on Gorilla** **Independent Write- Changed the animal in the story.** Adventure story based on The Firework Maker's daughter Independent Write- Changed all the characters. **Narrative Story based on The Present** **Independent Write - Pending** **Narrative Story based on The Boy at the Back of the Class** **Independent Write - Pending** **Sci-Fi story based on Cosmic** **Independent Write - Pending** Text Structure • Sequence of plot may be disrupted for effect e.g. flashback • Opening and resolution shape the story • Structural features of narrative are included e.g. repetition for effect • Paragraphs varied in length and structure. • Pronouns used to hide the doer of the action e.g. it crept into the woods Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer • Wide range of subordinate connectives e.g. whilst, until, despite. • Embedded subordinate clauses are used for economy or emphasis • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls • Repetition is used for effect e.g. the boys ran and ran until they could run no more. • Useful Vocabulary Year 5 ambitious vocabulary used Word Classes **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number. Punctuation Consolidate all previous learning. Brackets Dashes	**Traditional Tale - Hansel and Gretel influenced fairy tale story** **Adventure story – The Explorer the group continue their journey to find Manaus (Geography N and S America specifically What are the similarities and differences between Norwich and Manaus?)** **Ghost story – Thornhill. Split narrative ghost story influenced by Thornhill novel** **I Believe in Unicorns (Y5) - story of a boy finding his parents during the German invasion (History WW2 specficially Why were Germany so effective at the start of WW2)** Text Structure • The story is well constructed and raises intrigue. • Dialogue is used to move the action on who heighten empathy for central character • Deliberate ambiguity is set up in the mind of the reader until later in the text Sentence • Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions… • Figurative language used to build up description e.g. everyone charged like a deer pack under threat • Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. • Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. Useful Vocabulary Year 6 ambitious vocabulary used. Word Classes **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre.

	Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.		Colons Semi colons	**Adverbs** Link ideas across a text using cohesive devices such as adverbials. Punctuation Use a wide range of punctuation throughout the writing.
Poetry (see poetry curriculum)	**Autumn is Here** Independent write – shape poem about a season Text Structure • Clear verses Sentence • Repeated refrain • Consistent tense (present) Useful Vocabulary • Ambitious Y3 vocabulary – adjectives, smilies/metaphor, personification Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause, then, next, soon Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	**Still I Rise** Independent Write – own poem about overcoming adversity. Text Structure • Clear verses • New lines started appropriately Sentence • Repeated refrain • Consistent tense (present) • Rhyme used effectively Useful Vocabulary • Year 4 ambitious vocabulary used adjectives, smilies/metaphor, personification Word Classes **Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Punctuation Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	**Poem based on Thinkers Rap** **Independent Write – Children chose an experience day within school.** Text Structure • New lines started appropriately Sentence • Consistent tense (present) • Rhyme and rhythm used effectively Useful Vocabulary • Year 5 ambitious vocabulary used adjectives, smilies/metaphor, repetition for effect Sentence • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer • Wide range of subordinate connectives e.g. whilst, until, despite. • Embedded subordinate clauses are used for economy or emphasis • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls • Repetition is used for effect e.g. the boys ran and ran until they could run no more. • Useful Vocabulary Year 5 ambitious vocabulary used Word Classes **Noun-** Locate and identify expanded noun phrases **Verbs-** Use modal verbs. Prefixes for verbs; dis, di, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify **Adjectives -** Choose appropriate adjectives. **Conjunctions-** Use a wide range of conjunctions **Tense –** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase it. Fronted adverbials. Comma after fronted adverbials, adverbials of time, place and number. Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi colons	**The Highway Man – narrative poem of the highwayman after he has robbed members of the royal family (History Crime and Punishment specifically What can we learn about a person from different sources)** Text Structure • Clearly identified stanzas • New lines started appropriately Sentence • Repeated refrain • Consistent tense (present) • Rhyme used effectively • Dialogue used effectively Useful Vocabulary • Year 6 ambitious vocabulary used adjectives, smilies/metaphor, personification • Repetition for effect Word Classes **Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials. Punctuation Use a wide range of punctuation throughout the writing.
