

1. Year 3 Autumn 1 - Letter (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a letter (link with reading)</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Senders address and date. Appropriate greeting. Reason for writing to recipient.</p>	<p>Rhetorical questions used to engage the reader.</p>		<p>Question marks</p>	<p>Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section</p> <p>Chatty, informal expressions and style</p> <p>Paragraphs to organise ideas around a theme: reactions to events, details of events.</p> <p>Feelings</p> <p>Questions</p> <p>Past tense</p> <p>First and second person</p>	<p>Consolidate from YR2 KPI Use present and past tense mostly correctly and consistently</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p> <p>Introduce: 2A sentences e.g. The glamorous, intelligent princess kissed the grotesque, warty frog (Expanded noun phrase)</p>	<p>Consolidate from YR2 KPI Coordinating conjunctions (FANBOYS) e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Introduce: Boastful language: magnificent, unbelievable, exciting.</p>	<p>Consolidate from YR2 KPI Use commas to separate items in a list.</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p>	
<p>Develop Ending A complimentary close. What +! Sentence e.g. What a lovely time we had!</p>		<p>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p>	<p>Proof read for punctuation (Full stops, capital letters for proper nouns, commas for lists, question marks, exclamation marks).</p>	

2. Year 3 Autumn 1 - Non-chronological report (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a Non chronological report (link with reading)</p> <p>Use of given planning grid structure to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Opening statement. Develop hook to introduce reader</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	<p>-Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section Headings and subheadings to introduce sections and paragraphs. Underline or use bold type to make them stand out.</p> <p>Group related ideas into paragraphs. Using research and selected factual information from a range of sources. Topic sentences to introduce paragraphs</p> <p>Non Chronological order</p> <p>Present or past tense, third person</p> <p>Use tables, pictures, diagrams to add more information</p>	<p>Consolidate from YR2 KPI Use present and past tense mostly correctly and consistently</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p> <p>Introduce: BOBs sentences But, Or, So, Because Two part sentence - first part ends with a comma and second part begins with a coordinating conjunction, no commas before because. E.g. He wept buckets, so he had to blow his nose.</p> <p>Complex sentences using main clause and subordinate clause</p>	<p>Consolidate from YR2 KPI Coordinating conjunctions (FANBOYS) e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Introduce: Formal language (passive voice)</p> <p>Technical vocabulary</p>	<p>Consolidate from YR2 KPI Use of commas to list.</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Introduce: Use of commas to separate clauses in a sentence. e.g. Because they contain lots of nutrients, apples are healthy.</p>	
<p>Develop Ending Relate the subject back to the reader. Information reminders e.g. information boxes, five amazing facts.</p>		<p>Proof read for spellings, using a dictionary to check spellings. Evaluate and edit use of conjunctions.</p>	<p>Proof read for punctuation (Full stops, capital letters for proper nouns, commas, question marks).</p>	

3. Year 3 Autumn 2 - Setting Description (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a setting description (link with reading)</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p> <p>Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Introduction Develop hook to introduce reader</p>	<p>Introduce: First word last sentences Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence. e.g. Incredible, the whole place was just incredible!</p>		<p>Exclamation marks</p>	
<p>Middle Section Detailed description of a key setting using senses and including time of day and type of weather. Past tense, first or third person.</p>	<p>Consolidate: List sentences Complex sentences using main clause and subordinate clause. Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>Introduce: Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a tick layer of snow and glistening in the sunlight. Fronted adverbials</p>	<p>Consolidate: Boastful language Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Introduce: More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. (Expanded noun phrases) Figurative language: similes and metaphors.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials.</p>	
	<p>Evaluate and edit by proposing changes to grammar.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Full stops, capital letters, commas, exclamation marks).</p>	

4. Year 3 Autumn 2 - Diary entry (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Introduce: Features of diary (link with reading) to learn from it's structure and vocabulary. Secure use of text mapping to discuss and record.				Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun
Introduction Set the scene - who, what, why, when, where.	Consolidate: List sentences 2A sentences		Commas used to list adjectives	-question marks -commas for 2A sentences -adjective -noun -verb -pronoun
Middle Section Paragraphs used to group key events with a focus on an individual or group. Chronological order Specific details (names, places, objects) Past tense, first or third person.	Consolidate: Compound sentences using coordinating and subordinating conjunctions (BOBs) Complex sentences using main clause and subordinate clause. 2A sentences Fronted Adverbials Introduce: What +! Sentences Begin with the word 'what 'followed by an adjective E.g. What a lovely place! Short sentences to create effect and build tension.	Consolidate: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Introduce: Adverb starters to add detail E.g. Carefully... Adverbial phrases used as a 'where', 'when' or 'how' starter	Consolidate Use of commas to separate clauses in a sentence. e.g. Because they contain lots of nutrients, apples are healthy. Use of commas to list. Introduce: Exclamation marks Use of commas after fronted adverbials.	Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon
Ending A closing statement about what happened after the events/feelings about the event.	Evaluate and edit by proposing changes to grammar.	Proof read for spellings, using a dictionary to check spellings. Evaluate and edit use of a or an.	Proof read for punctuation(Full stops, capital letters, commas, question marks, exclamation marks).	



5. Year 3 Spring 1 - Mystery Story (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a story (link with reading) to learn from it's structure and vocabulary. Secure use of planning tools: story map/grid/mountain to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Plan opening around character, setting, time of day and type of weather.</p>	<p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a tick layer of snow and glistening in the sunlight.</p>		<p>Commas</p>	<p>-Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section Paragraphs to organise ideas into each story part. Extended vocabulary to introduce 5 story parts: Build Up - build in some suspense towards the problem or dilemma Problem/dilemma - include detail of actions/dialogue Resolution - should link with the problem Past tense, third person</p>	<p>Consolidate: Compound sentences using coordinating and subordinating conjunctions (BOBs) Fronted adverbials Complex sentences using main clause and subordinate clause. Short sentences to create effect and build tension. Introduce: Ing, ing, ing sentences Hopping, skipping, jumping, he made his way to the park. Prepositional phrases to start a sentence.</p>	<p>Consolidate: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Figurative language: similes, and metaphors. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof (expanded noun phrases). Introduce: Prepositions: next to; by the side of; in front of; throughout; because of.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of commas in lists Introduce: Use of inverted commas for direct speech.</p>	
<p>Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (particularly inverted comma and apostrophe for contraction).</p>	

6. Year 3 Spring 1 - Recount (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of recount (link with reading) to learn from it's structure and vocabulary.</p> <p>Secure use of text mapping to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Set the scene - who, what, why, when, where.</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks.</p>	<p>-Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section</p> <p>Paragraphs used to group key events with a focus on an individual or group.</p> <p>Chronological order</p> <p>Specific details (names, places, objects)</p> <p>Past tense, first or third person.</p>	<p>Consolidate: Fronted adverbials.</p> <p>Complex sentences using main clause and subordinate clause.</p> <p>Use of short and long sentences.</p> <p>Introduce: Use of a relative clause using who/whom/which/whose/that.</p> <p>Use of cohesive devices within a text - times adverbials.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause</p>	<p>Consolidate: More specific vocabulary to add detail</p> <p>Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Prepositions: next to; by the side of; in front of; throughout; because of.</p> <p>Introduce: Use of present perfect instead of simple past.</p> <p>Adverbials of time e.g. First, then, next, after that, soon.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Exclamation marks</p> <p>Introduce:</p>	
<p>Ending A closing statement about what happened after the events/feelings about the event.</p>		<p>Up levelling chosen vocabulary.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation.</p>	

7. Year 3 Spring 2 - Poetry (2weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of poetry and songs (link with reading) to learn from their structure and vocabulary.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective</p>
<p>Performance poetry</p> <p>Free verse</p> <p>Shape poems</p> <p>Person and tense varying.</p>	<p>Consolidate: 2A sentences</p> <p>List sentences</p> <p>Similes</p> <p>What +! sentences</p> <p>Introduce:</p>	<p>Consolidate: Nouns formed from prefixes e.g. auto, super, anti</p> <p>Boastful language</p> <p>Use of 'a 'or 'an 'in front of a verb</p> <p>Figurative language: similes, metaphors, expanded noun phrases.</p> <p>Introduce: Contracted verbs</p> <p>Alliterations</p> <p>Powerful verbs</p>	<p>Consolidate: Commas used to list adjectives</p> <p>Exclamation marks</p> <p>Introduce: Apostrophes to punctuate contractions.</p>	<p>-noun -verb -pronoun Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel</p>
	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Read aloud to the class using appropriate intonation and control tone and volume so meaning is clear.</p> <p>Up levelling chosen vocabulary</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (particularly use of apostrophes).</p>	<p>- Inverted commas - Exclamation - Bullet point - Colon</p>

8. Year 3 Spring 2 - Persuasion (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of persuasion (link with reading)</p> <p>Consolidate use of given planning grid structure to discuss and record.</p>				<p>Consolidate:</p> <ul style="list-style-type: none"> -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun <p>Introduce:</p> <ul style="list-style-type: none"> -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon
<p>Introduction</p> <p>The main argument and the author's view. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	
<p>Middle Section</p> <p>Headings and subheadings to introduce sections and paragraphs</p> <p>Group related ideas into paragraphs. Three paragraphs one per argument.</p> <p>Topic sentences to introduce paragraphs</p> <p>Non chronological order</p> <p>Factual information as supporting evidence.</p> <p>Emotive devices</p> <p>Present tense, third person pronouns.</p>	<p>Consolidate:</p> <p>Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>Variety of complex sentences using main, subordinate and relative clause.</p> <p>What/How +! Sentences</p> <p>Short sentences to create effect and build tension.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause.</p> <p>Introduce:</p>	<p>Consolidate:</p> <p>Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. (FANBOYS)</p> <p>Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Use of present perfect instead of simple past.</p> <p>Use of 'a 'or 'an 'in front of a verb</p> <p>Introduce:</p> <p>Use of emotive language e.g. agony, cruel, dreadful, ecstatic, courageous.</p>	<p>Consolidate:</p> <p>Use of commas to separate clauses in a sentence. e.g. Because they contain lots of nutrients, apples are healthy.</p> <p>Exclamation marks</p> <p>Introduce:</p>	
<p>Develop Ending</p> <p>Summary of the main points and a concluding statement.</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Evaluate and edit use of a or an</p>	<p>Consolidate:</p> <p>Proof read for punctuation(Full stops, capital letters, exclamation marks, inverted commas, commas).</p>	

9. Year 3 Summer 1 - Explanation Text (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of an Explanation Text (link with reading)</p> <p>Use of given planning grid structure to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Definition Develop hook to introduce reader</p>	<p>Rheotorical questions used to engage the reader (headings and subheadings)</p>			<p>Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section Headings and subheadings to introduce sections and paragraphs. Underline or use bold type to make them stand out.</p> <p>Group related ideas into paragraphs. Using research and selected factual information from a range of sources. Topic sentences to introduce paragraphs</p> <p>Chronological order</p> <p>Past, present or future tense. Second or third person.</p> <p>Use tables, pictures, diagrams to add more information</p>	<p>Consolidate: Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>Variety of complex sentences using main, subordinate and relative clause.</p> <p>Topic sentences to introduce non-fiction paragraphs.</p> <p>Fronted adverbials</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Introduce:</p>	<p>Consolidate coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Use of formal and technical language</p> <p>Use of present perfect instead of simple past.</p> <p>Introduce: Development of causal conjunctions e.g. therefore, as a result of, consequently, when, since.</p> <p>Identify word families based on common root words.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p>	
<p>Develop Ending Relate the subject back to the reader. Information reminders e.g. information boxes, five amazing facts.</p>		<p>Proof read for spellings, using a dictionary to check spellings. Evaluate and edit use of conjunctions.</p>	<p>Proof read for punctuation (Full stops, capital letters for proper nouns, commas, question marks).</p>	

10. Year 3 Spring 1 – Character Description (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of character descriptions (link with reading) to learn from it's structure and vocabulary. Secure use of text mapping to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p> <p>Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Introduction Introduce the character, what is so special about them?</p>	Rhetorical questions used to engage the reader		Questions	
<p>Middle Section</p> <p>Detailed description of a key character focusing on appearance, clothing, personality, character traits, actions etc, interesting facts, education etc.</p> <p>Past tense, first or third person.</p>	<p>Consolidate: Fronted adverbials. Complex sentences using main clause and subordinate clause. Prepositional phrases to start a sentence. Sentence of 3 for description. Compound sentences using coordinating and subordinating conjunctions</p> <p>Introduce: Direct speech to show character (e.g "Go away!" the wicked witch angrily hissed)</p>	<p>Consolidate: Coordinating conjunctions and subordinating conjunctions. Figurative language: similes, metaphors and onomatopoeia More specific vocabulary to add detail. Use of present perfect instead of simple past.</p> <p>Introduce: Gap filling</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of inverted commas for direct speech</p> <p>Introduce:</p>	
<p>Ending A closing statement about what happened after the events/feelings about the event.</p>	<p>Introduce: If, if, if, then sentences Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings. Evaluate and edit by proposing changes to adverbs and prepositions.</p>	Proof read for punctuation.	

11. Year 3 Summer 2 - Scary Story (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a story (link with reading) to learn from it's structure and vocabulary. Secure use of planning tools: story map/grid/mountain to discuss and record.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Introduction Plan opening around character, setting, time of day and type of weather.</p>	<p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a tick layer of snow and glistening in the sunlight.</p>		<p>Commas</p>	
<p>Middle Section Paragraphs to organise ideas into each story part. Extended vocabulary to introduce 5 story parts: Build Up - build in some suspense towards the problem or dilemma Problem/dilemma - include detail of actions/dialogue Resolution - should link with the problem Past tense, third person</p>	<p>Consolidate: Compound sentences using coordinating and subordinating conjunctions (BOBs) Fronted adverbials Variety of complex sentences using main, subordinate and relative clause. Short sentences to create effect and build tension. Ing, ing, ing sentences Prepositional phrases to start a sentence. Use of the perfect form of verbs to mark relationships of time and cause Introduce: Gap filling</p>	<p>Consolidate: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Figurative language: similes, and metaphors. More specific vocabulary to add detail Prepositions: next to; by the side of; in front of; throughout; because of. Use of present perfect instead of simple past. Introduce: Gap filling</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of commas in lists Use of inverted commas for direct speech. Introduce: Use of ellipses.</p>	
<p>Develop Ending Cliffhanger - develop how to entice the reader to want to know how the story ends.</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (particularly inverted comma and apostrophe for contraction).</p>	

1. Year 4 Autumn 1 - Character Description (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a setting description (link with reading) to learn from it's structure, vocabulary and grammar.</p>				<p>Consolidate: -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun</p>
<p>Introduction Plan opening around character, setting, time of day and type of weather.</p>	<p>Expanded noun phrase</p>		<p>Commas</p>	<p>Introduce: -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section Detailed description of a main character including appearance, personality traits, motives and hopes and dreams</p>	<p>Consolidate Year 3 KPIs:: Compound sentences using coordinating and subordinating conjunctions (BOBs) Fronted adverbials Complex sentences using main clause and subordinate clause. Introduce: Ing, ing, ing sentences Hopping, skipping, jumping, he made his way to the park.</p>	<p>Consolidate Year 3 KPIs:: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Figurative language: similes, and metaphors. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof (expanded noun phrases). Use of present perfect instead of simple past. Introduce:</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of commas in lists Introduce:</p>	
	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (particularly use of commas).</p>	

2. Year 4 Autumn 1 - Information Text (4 weeks)

Composition- Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a Non chronological report (link with reading) to learn from it's structure, vocabulary and grammar. Use of planning grid to discuss and record ideas.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction Opening statement - what is the report about. Develop hook to introduce reader</p>	<p>Question for heading: Dogs - a perfect pet or wild wolf?</p>		<p>Dash Question mark</p>	
<p>Middle Section Headings and subheadings to introduce sections and paragraphs. Underline or use bold type to make them stand out. Group related ideas into paragraphs. Using research and selected factual information from a range of sources. Topic sentences to introduce paragraphs Non Chronological order Present or past tense, third person Use tables, pictures, diagrams to add more information</p>	<p>Consolidate Year 3 KPIs:: Compound sentences using coordinating and subordinating conjunctions (BOBs) Fronted adverbials Complex sentences using main clause and subordinate clause. Introduce: Prepositional phrases to start a sense</p>	<p>Consolidate Year 3 KPIs:: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Use of formal (passive) and technical language. Use correct passive pronouns. Introduce: Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. Determiner - stands before any noun if necessary to enable the sentence to make sense. Prepositions: next to; by the side of; in front of; throughout; because of.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of commas in lists Introduce:</p>	
<p>Develop Ending - relate the subject back to the reader. Information reminders e.g. information boxes, five facts.</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation.</p>	

3. Year 4 Autumn 2 – Performance Poetry (1/2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of poetry and songs (link with reading) to learn from their structure and vocabulary.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Performance poetry</p> <p>Free verse</p> <p>Person and tense varying.</p>	<p>Consolidate: 2A sentences</p> <p>List sentences</p> <p>Similes</p> <p>What +! sentences</p> <p>Introduce:</p>	<p>Consolidate: Boastful language</p> <p>Use of 'a' or 'an' in front of a verb</p> <p>Figurative language: similes, metaphors, expanded noun phrases.</p> <p>Alliterations</p> <p>Powerful verbs</p>	<p>Consolidate: Commas used to list adjectives</p> <p>Exclamation marks</p> <p>Introduce:</p>	
	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (particularly the use of the apostrophe for contraction and commas for fronted adverbials).</p>	

4. Year 4 Autumn 2 - Instructions (1/2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from yr3): Features of instructions (link with reading) to learn from it's structure, vocabulary and grammar. Secure use of text mapping to discuss and record ideas.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction Introduce the goal, what is to be achieved at the end.</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Comma</p>	
<p>Middle Section Use headings and sub-headings to aid presentation</p> <p>Subheading - List of materials/ingredients/equipment that is needed. Bullet points used for each item. Include quantities needed, sizes and amounts.</p> <p>Subheading - Numbered steps that detail the process - only using necessary detail.</p> <p>Pictures/diagrams/illustrations</p> <p>Present tense, second person</p> <p>Chronological order</p>	<p>Consolidate (from yr3): Fronted adverbials to sequence time.</p> <p>Variety of complex sentences using main clause, subordinate clause and relative clause.</p> <p>Prepositional phrases to start a sentence.</p> <p>Introduce: Use of cohesive devices within a text - time adverbials</p>	<p>Consolidate (from yr3): Technical language</p> <p>Imperative verbs</p> <p>Adverbials of time e.g. first, then, next, after that, soon.</p> <p>Prepositions: next to; by the side of; in front of; throughout; because of.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, finally, overall.</p> <p>Introduce: Contracted verbs</p>	<p>Consolidate (from yr3): Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Introduce: Apostrophes for contraction.</p> <p>Colons to introduce lists.</p>	
<p>Ending A closing statement about what happened after the events/feelings about the event.</p>	<p>Consolidate (from yr3): If, if, if, then sentences E.g. If you get all the equipment, if you follow the instructions in the right order, if you do it right, then you will be successful.</p>	<p>Up levelling chosen vocabulary.</p> <p>Proof read for spellings, using a dictionary to check spellings. Evaluate and edit use of pronouns.</p>	<p>Proof read for punctuation (particularly the use of the apostrophe for contraction and commas for fronted adverbials).</p>	

5. Year 4 Autumn 2 - Letter/persuasion (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of persuasive letters (link with reading)</p> <p>Consolidate use of given planning grid structure to discuss and record.</p>				<p>Consolidate:</p> <ul style="list-style-type: none"> -finger space -letter -word -sentence -full stops -capital letter -question marks -commas for 2A sentences -adjective -noun -verb -pronoun
<p>Introduction Letter format introduction The main argument and the author's view. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	<ul style="list-style-type: none"> -Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon
<p>Middle Section Headings and subheadings to introduce sections and paragraphs</p> <p>Group related ideas into paragraphs. Three paragraphs one per argument. Topic sentences to introduce paragraphs</p> <p>Non chronological order</p> <p>Factual information as supporting evidence.</p> <p>Emotive devices</p> <p>Present tense, third person pronouns.</p>	<p>Consolidate (from yr3): Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>Variety of complex sentences using main, subordinate and relative clause.</p> <p>What/How +! Sentences</p> <p>Use of the perfect form of verbs to mark relationships of time and cause.</p> <p>Introduce:</p> <p>Short sentences to create effect and build tension.</p>	<p>Consolidate (from yr3): Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. (FANBOYS) Subordinating conjunctions e.g. if, after, before, although, until.</p> <p>Use of present perfect instead of simple past.</p> <p>Use of 'a 'or 'an 'in front of a verb</p> <p>Introduce: Use of emotive language e.g. agony, cruel, dreadful, ecstatic, courageous.</p> <p>Use repetition to persuade</p>	<p>Consolidate (from yr3): Use of commas to separate clauses in a sentence. e.g. Because they contain lots of nutrients, apples are healthy.</p> <p>Exclamation marks</p> <p>Introduce:</p>	
<p>Develop Ending Summary of the main points and a concluding statement. Use of Yours faithfully to end letter.</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Evaluate and edit use of a or an</p>	<p>Consolidate: Proof read for punctuation(Full stops, capital letters, exclamation marks, inverted commas, commas).</p>	

6. Year 4 Spring 1 - Setting Description (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate Features of a setting description (link with reading) to learn from it's structure, vocabulary and grammar.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix</p>
	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	<p>-adjective -adverb -verb -tense (past and present)</p>
<p>Middle Section Detailed description of a key setting using senses and including time of day and type of weather.</p>	<p>Consolidate: Fronted adverbials</p> <p>Complex sentences using main clause and subordinate clause.</p> <p>Introduce: Use of a relative clause using who/whom/which/whose/that.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a tick layer of snow and glistening in the sunlight.</p>	<p>Consolidate: Boastful language</p> <p>Figurative language: similes, metaphors, expanded noun phrases.</p> <p>More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof.</p> <p>Prepositional phrases.</p> <p>Introduce: Comparative and superlative adjectives.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Introduce: Use of apostrophes for contraction and possession.</p>	<p>-apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Upleveling chosen vocabulary.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (particularly the use of the apostrophe for possession and commas for fronted adverbials).</p>	

7. Year 4 Spring 1 - Battlecry (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a battlecry (link with reading)</p> <p>Use of planning grid to discuss and record ideas.</p>				<p>Consolidate (from previous years):</p> <ul style="list-style-type: none"> -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial
<p>Introduction Introduce the reason for the battlecry.</p>	<p>Consolidate 2A sentences</p>		<p>Question marks</p>	
<p>Middle Section</p> <p>Group related ideas into a paragraph.</p> <p>Second person pronouns</p> <p>Present tense</p> <p>Alliteration</p> <p>Repetition for emphasis</p> <p>Humility</p>	<p>Consolidate Variety of compound and complex sentences using main clause, subordinate clause and relative clause.</p> <p>Long sentences to enhance description or information. Short sentences to build suspense.</p> <p>Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>Fronted adverbials.</p> <p>Ing, ing, ing sentences</p> <p>3ed Sentences</p>	<p>Consolidate Figurative language: similes, metaphors, onomatopoeia.</p> <p>More specific vocabulary to add detail (expanded noun phrases) e.g. Drops of rain pounded on the corrugated, tin roof.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>Repetition to persuade.</p> <p>Introduce: Select nouns and pronouns to aid cohesion and avoid repetition.</p> <p>Conditionals - could, should, would.</p>	<p>Consolidate Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Exclamation marks</p>	
<p>Develop Ending Wow comment.</p>	<p>Evaluate and edit effectiveness of own and others writing and suggesting improvements.</p>	<p>Filming of battlecry, children to develop their use of appropriate intonation and control tone and volume so meaning is clear. Proof read for spellings, using a dictionary to check spellings. Up levelling chosen vocabulary</p>	<p>Proof read for punctuation (caps, full stops, question marks, exclamation marks, commas).</p>	

8. Year 4 Spring 2 – Poetry – creating imagery (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of descriptive poetry (link with reading) to learn from their structure and vocabulary.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Free verse Person and tense varying. Create images and emotion using descriptive language.</p>	<p>Consolidate: 2A sentences List sentences Similes What +! sentences Introduce: Gap filling</p>	<p>Consolidate: Boastful language Use of 'a' or 'an' in front of a verb Figurative language: similes, metaphors, expanded noun phrases. Contracted verbs Alliterations Powerful verbs Comparative and superlative adjectives Introduce: Nouns formed from prefixes e.g. auto, super, anti</p>	<p>Consolidate: Commas used to list adjectives Exclamation marks Apostrophes to punctuate contractions. Introduce: Gap filling</p>	
	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (particularly the use of the apostrophe for contraction and explanation marks).</p>	

9. Year 4 Spring 2 - Adventure Story (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Flashback story features (link with reading) to learn from it's structure, vocabulary and grammar. Secure use of planning tools: story map/grid/mountain to discuss and record ideas.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction -Plan a good opening using description/action/dialogue to hook the reader. Based on a character reflecting before flashing back to an important event in their life. Drop hints as to what will happen.</p>	<p>Consolidate: 3_ed sentences e.g. Exhausted, overwhelmed, infuriated, the Roman soldier collapsed at his post.</p>		<p>Commas</p>	
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - detailed description of setting, setting mood and atmosphere. Development: Develop main characters. Introduce the problem/conflict. Interaction between characters to move the plot forward. Build tension. Climax: Focus on description/character/discussion rather than action. Build tension to a climax. Written in perfect past or present tense, variety of first and third person pronouns. Consistently maintain viewpoint</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause. Ing, ing, ing sentences Short sentences to move events on quickly and build tension. Start sentences with a simile. Introduce: Ad, same ad sentences Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. E.g. he was a fast runner, fast because he needed to be.</p>	<p>Consolidate: Figurative language: similes, metaphors, onomatopoeia. Use of present perfect instead of simple past. Determiner - stands before any noun if necessary to enable the sentence to make sense. Introduce: Use the correct form of the verb inflection. E.g. we were instead of we was.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Begin to use inverted commas to punctuate direct speech Apostrophes for contraction. Introduce: Gap filling</p>	
<p>Resolution: How are problems solved? Who solves them? How do characters react? Refer back to opening (time shift).</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Up levelling chosen vocabulary focusing on verb inflection.</p>	<p>Proof read for punctuation (Direct speech).</p>	

10. Year 4 Summer 1 - Stories with a historical setting (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a historical story (link with reading) Secure use of planning tools: story map/grid/mountain to discuss and record ideas.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction Plan opening using description/action.</p>	<p>Consolidate: 2A sentences</p>			
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Paragraphs to organise ideas into each story part and to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma. Developed 5 parts to story Introduction Build-Up Problem/dilemma Resolution Ending Third person, past tense.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause. Short sentences to build suspense. Fronted adverbials. Ing, ing, ing sentences Ad, same ad. Introduce: Gap filling</p>	<p>Consolidate: Figurative language: similes, metaphors, onomatopoeia. More specific vocabulary to add detail (expanded noun phrases) e.g. Drops of rain pounded on the corrugated, tin roof. Use of present perfect instead of simple past. Select nouns and pronouns to aid cohesion and avoid repetition. Understand the difference between plural and possessive. Use the correct possessive pronouns. Determiner - stands before any noun if necessary to enable the sentence to make sense. Introduce: Gap filling</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of inverted commas and other punctuation to indicate direct speech. Introduce: Gap filling</p>	
<p>Ending - clear distinction between resolution and ending. Ending should include reflection on events or characters.</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Up levelling chosen vocabulary</p>	<p>Proof read for punctuation (particular focus on use of inverted commas for direct speech).</p>	

11. Year 4 Summer 1- Diary (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from yr3): Features of diary (link with reading) to learn from it's structure and vocabulary.</p> <p>Secure use of text mapping to discuss and record.</p>				<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction Set the scene - who, what, why, when, where.</p>	<p>Consolidate (from yr3): 2A sentences</p>		<p>Commas</p>	
<p>Middle Section</p> <p>Paragraphs used to group key events with a focus on an individual or group.</p> <p>Chronological order</p> <p>Specific details (names, places, objects)</p> <p>Past tense, first or third person.</p>	<p>Consolidate (from yr3) Fronted adverbials</p> <p>Compound sentences using coordinating and subordinating conjunctions (BOBs)</p> <p>What/How +! Sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place!</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a tick layer of snow and glistening in the sunlight.</p> <p>Rhetorical questions used to engage the reader</p> <p>Short sentences to move events on quickly.</p> <p>3_ed sentences</p> <p>Introduce: Gap filling</p>	<p>Consolidate (from yr3): Figurative language: similes, metaphors, onomatopoeia.</p> <p>More specific vocabulary to add detail (expanded noun phrases) e.g. Drops of rain pounded on the corrugated, tin roof.</p> <p>Use of present perfect instead of simple past.</p> <p>Select nouns and pronouns to aid cohesion and avoid repetition.</p> <p>Contracted verbs</p> <p>Conditionals - could, should, would.</p> <p>Introduce: Gap filling</p>	<p>Consolidate (from yr3)</p> <p>Use of a comma following a fronted adverbial.</p> <p>Use of commas to separate clauses in a sentence.</p> <p>Exclamation marks</p> <p>Use of apostrophes for contraction.</p> <p>Introduce: Gap filling</p>	
<p>Ending A closing statement about what happened after the events/feelings about the event.</p>		<p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Up levelling chosen vocabulary and noun phrases.</p>	<p>Proof read for punctuation (particularly commas and apostrophes).</p>	

12. Year 4 Summer 2 - Explanation Text (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate: Features of an explanation text (link with reading) to learn from it's structure, vocabulary and grammar. Use of text map to discuss and record ideas.</p>		<p>Spellings:</p>		<p>Consolidate (from previous years): -noun -noun phrase -statement -question -exclamation -command -compound -suffix -adjective -adverb -verb -tense (past and present) -apostrophe -comma -preposition -conjunction -word family -prefix -clause -subordinate clause -direct speech -consonant -vowel -inverted commas Introduce: -determiner -pronoun -possessive pronoun -adverbial</p>
<p>Introduction Definition Develop hook to introduce reader</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Questions</p>	
<p>Middle Section Headings and subheadings to introduce sections and paragraphs Group related ideas into paragraphs. - components, operation. Subheadings used for each paragraph. Chronological/ logical order Factual information (dates, places) Past, present or future tense. Second or third person. Diagram with captions</p>	<p>Consolidate: Fronted adverbials to sequence time. Variety of complex sentences using main clause, subordinate clause and relative clause. Use of cohesive devices within a text - time adverbials Prepositional phrases to start a sentence. Introduce: Gap filling</p>	<p>Consolidate: Technical language Imperative verbs Adverbials of time e.g. first, then, next, after that, soon. Prepositions: next to; by the side of; in front of; throughout; because of. Determiner - stands before any noun if necessary to enable the sentence to make sense. Understand the difference between plural and possessive. Use the correct possessive pronouns Introduce: Gap filling</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Colons to introduce lists. Apostrophes for contraction. Apostrophes for possession Introduce: Gap filling</p>	

Year 4 Writing Progression

<p>Develop Ending Application (What it is used for). Information reminders e.g. information boxes, five amazing facts.</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (particularly apostrophe for contraction and possession).</p>	
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1. Year 5 Autumn 1 – Explanation Text (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 4): Features of an explanation text (link with reading) to learn from it's structure, vocabulary and grammar. Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record.</p>		Spelling -		<p>Introduce:</p> <ul style="list-style-type: none"> - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
<p>Introduction Definition Develop hook to introduce reader</p>	Rhetorical questions/ 3 bad - (dash) question sentence.		Question marks	
<p>Middle Section Headings and subheadings to introduce sections and paragraphs</p> <p>Group related ideas into paragraphs. - components, operation. Subheadings used for each paragraph.</p> <p>Chronological/ logical order</p> <p>Factual information (dates, places)</p> <p>Perfect past, present or future tense (past progressive). Second or third person.</p> <p>Diagram with captions</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; Outside (Inside).</p> <p>Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...)</p> <p>Introduce: Develop use of parenthesis to add an after thought or explanation.</p>	<p>Consolidate: Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Correct subject and verb agreement when using singular and plural.</p> <p>More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof.</p> <p>Introduce: Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)</p> <p>Explain meaning of technical vocabulary using brackets for parenthesis.</p>	<p>Consolidate: Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Apostrophes for contraction and possession.</p> <p>Introduce: Brackets, dashes and commas for parenthesis.</p>	
<p>Develop Ending Application (What it is used for). Information reminders e.g. information boxes, five amazing facts.</p>	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	<p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	Proof read for punctuation.	

2. Year 5 Autumn 1 - Science fiction story (4weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Introduce: Features of a science fiction story (link with reading). Secure use of planning tools: story map/grid/mountain to discuss and record ideas.				Introduce: - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent
Introduction Plan opening using description/action.	Consolidate (from yr4): Sentence of 3 for description.			- Brackets - Dashes - Commas - Ambiguity - Performance
Middle Section Create settings, characters and plot with consideration for the audience and purpose. Paragraphs to organise ideas into each story part and to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma. Developed 5 parts to story Introduction Build-Up Problem/dilemma Resolution Ending Perfect and progressive present tense, first and third person.	Consolidate Y4 KPIs: Variety of compound and complex sentences using main clause, subordinate clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials. Similes to start sentences. Use fronted adverbials e.g. Later that day, I heard the bad news. Introduce: Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Stage directions in speech (speech + verb + action) e.g. "Stop!" He shouted, picking up the stick and running after the thief. (However, there is a reduced use of dialogue). Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile).	Consolidate Y4 KPIs: Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Figurative language: similes, metaphors, personification, onomatopoeia. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Comparative/superlative adjectives. Introduce: Empty words e.g. someone, somewhere was out to get him. Use of devices to build cohesion within a paragraph (developing use of conjunctions to shift attention for suspense or surprise).	Consolidate Y4 KPIs: Use of commas to separate clauses in a sentence. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas Exclamation marks Question marks Apostrophes for contraction and possession.	- Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
Ending - clear distinction between resolution and ending. Ending should include reflection on events or characters.	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Proof read for punctuation (including the use of the comma for fronted adverbials and inverted commas for speech).	

3. Year 5 Autumn 2 - Diary through letter (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Consolidate (from year 4): Features of diary (link with reading) to learn from it's structure and vocabulary. Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record.		Spellings:		Introduce: - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
Introduction Set the scene - who, what, why, when, where.	Rhetorical questions used to engage the reader (headings and subheadings)		Question marks.	
Middle Section Letter structure Paragraphs used to group key events with a focus on an individual or group. Chronological order Specific details (names, places, objects) Perfect past and past progressive tense, first or third person. Consistently maintain viewpoint with consideration for audience and purpose.	Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; Outside (Inside). Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) Introduce: Many questions sentences e.g. Where is the treasure? the diamonds? the gold? the rubies?	Consolidate: Figurative language: similes, metaphors, personification, onomatopoeia. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Use of devices to build cohesion within a paragraph (developing use of conjunctions to shift attention for suspense or surprise). Introduce: Use of informal (active) style of language. Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)	Consolidate: Use of commas to separate clauses in a sentence. Exclamation marks Question marks Apostrophes for contraction and possession.	
Ending A closing statement about what happened after the events/feelings about the event.	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout.	Proof read for spellings, using a dictionary to check spellings. Up levelling chosen vocabulary	Proof read for punctuation.	

4. Year 5 Autumn 2 - Balanced Argument (3/4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate(from year 4): Features of a balanced argument (link with reading) Secure use of planning grids.</p>		Spellings:		<p>Introduce:</p> <ul style="list-style-type: none"> - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
<p>Introduction Statement of the issue. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>3 bad - (dash) question sentence E.g Thirst, heatstroke, exhaustion - which would kill him first?</p>		Question marks	
<p>Middle Section</p> <p>Group related ideas into paragraphs. Three arguments for and against. Paragraph 1: 3 arguments in favour, reasons and evidence. Paragraph 2: 3 arguments against, reasons and evidence.</p> <p>Non chronological order</p> <p>Factual information as supporting evidence</p> <p>Emotive devices</p> <p>Perfect present tense, third person formal style.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause.</p> <p>What +! Sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place!</p> <p>Introduce: Develop use of parenthesis to add an after thought or explanation.</p>	<p>Consolidate: Use of formal (passive) and technical language. Use correct passive pronouns.</p> <p>Use the correct form of the verb inflection. E.g. we were instead of we was.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)</p> <p>Introduce: Range of openers: Some claim... Many people think.... They argue that...It is thought.... On the other hand.... Another point is.... Furthermore..... Therefore....On balance I feel.....</p> <p>Explain meaning of technical vocabulary using brackets for parenthesis</p> <p>Use of emotive language e.g. agony, cruel, dreadful, ecstatic, courageous.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Brackets, dashes and commas for parenthesis.</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Introduce: Brackets, dashes and commas for parenthesis.</p>	
<p>Develop Ending State which side of the argument the author agrees with and why.</p>	<p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p>	<p>Through debate, children to develop their use of appropriate intonation and control tone and volume so meaning is clear. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation(Commas, question marks, exclamation marks, colon, apostrophes).</p>	

5. Year 5 Spring 1 - Character description (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a character description (link with reading)</p>				<p>Introduce: -morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash</p>
<p>Middle Section</p> <p>Detailed description of a key character using techniques of show not tell through description, action and dialogue.</p> <p>Third person pronouns</p> <p>Past tense</p>	<p>Consolidate: Fronted adverbials</p> <p>Complex sentences using main clause and subordinate clause.</p> <p>Introduce: Outside (inside) sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings E.g She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>	<p>Consolidate: Figurative language: similes, metaphors, expanded noun phrases, personification.</p> <p>More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof.</p> <p>Choosing nouns and pronouns (me, him, he, himself, his etc) appropriately for clarity and cohesion.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Introduce: Antonyms</p> <p>Use of commas to avoid ambiguity.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Use of brackets for parenthesis.</p> <p>Introduce: Use of commas to avoid ambiguity.</p>	
	<p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p>	<p>Up levelling chosen vocabulary.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation.</p>	

6. Year 5 Spring 1 - Non Chronological report (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 4): Features of a Non chronological report (link with reading)</p> <p>Independent use of planning grid to discuss and record.</p>	<p>Introduce: Draft and write by précising longer passages (Note taking)</p>			<p>Introduce:</p> <ul style="list-style-type: none"> - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
<p>Introduction Opening statement - what is the report about. Develop hook to introduce reader</p>	<p>Question for heading: Dogs - a perfect pet or wild wolf?</p>		<p>Dash</p>	
<p>Middle Section Headings and subheadings. Underline or use bold type to make them stand out.</p> <p>Group related ideas into paragraphs. Topic sentences to introduce paragraphs. Using research and selected factual information from a range of sources to clarify.</p> <p>Non Chronological order, clear factual style.</p> <p>Present/past tense, third person consistently.</p> <p>Use tables, pictures, diagrams, maps, photos to add more information</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause.</p> <p>Fronted adverbials and prepositional phrases to start a sentence.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Develop use of parenthesis to add an after thought or explanation using brackets, commas and dashes.</p> <p>Introduce: Use of relative clause using who/whom/which/whose/that.</p>	<p>Consolidate: Use of formal (passive) and technical language. Use correct passive pronouns.</p> <p>Explain meaning of technical vocabulary using brackets for parenthesis.</p> <p>Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)</p> <p>Determiner - stands before any noun if necessary to enable the sentence to make sense.</p> <p>Explain meaning of technical vocabulary using brackets for parenthesis.</p> <p>Introduce: Indicate degrees of possibility using adverbs and modal verbs.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Apostrophes for contraction and possession.</p> <p>Introduce: Use of commas to separate clauses in a sentence (for a relative clause)</p>	
<p>Develop Ending - relate the subject back to the reader. Information reminders e.g. information boxes, five facts.</p>		<p>Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (use of commas to clarify meaning).</p>	

7. Year 5 Spring 2 - Myths/legends (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of myths/legends(link with reading).</p> <p>Consolidate: Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record.</p>				<p>Introduce:</p> <ul style="list-style-type: none"> - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
<p>Introduction -Plan opening using description/action. Myths often use quests, journeys and trials as themes. The hero or heroine is often troubled and has to undergo some kind of test or set off on a long and difficult journey to find something.</p>	<p>Consolidate: Use of 3ed/ sentence of 3 for description / ad same ad.</p>		<p>Commas</p>	
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - very vivid description of grand settings. Set in a distant and non specific past. Development: Dangers arise at each stage. The villain tries to ensure he fails. Monsters are met and defeated with help from the gods, other mythical beings or magic swords etc. Climax: The hero faces the greatest danger (this may be the villain himself). When all looks lost and defeat seems certain, the villain is defeated, the test is passed or the prize is found. In doing so the hero's troubles or doubts are also overcome. Opposites occur frequently in myths as themes, including: good and evil; light and dark; wise and foolish; old and young; beautiful and ugly; mean and generous; just and unjust.</p> <p>Third person, simple past/ past progressive</p> <p>Consistently maintain viewpoint</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause using sentence types to support: Ing, ing, ing; Ad, same as; 3 bad - ?; fronted adverbials; What +!; Name - adjective pair.</p> <p>Fronted adverbials.</p> <p>Stage directions in speech</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentences for meaning and/or effect.</p> <p>Introduce: Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to hear a word. E.g. "John, <i>please</i>."</p> <p>The more, the more sentences e.g. The more upset she was, the more her tears flowed.</p>	<p>Consolidate: Figurative language: similes, metaphors, onomatopoeia and personification.</p> <p>Use of devices to build cohesion within a paragraph (developing use of conjunctions to shift attention for suspense or surprise).</p> <p>Correct subject and verb agreement when using singular and plural.</p> <p>Determiner - stands before any noun if necessary to enable the sentence to make sense.</p> <p>Introduce: Empty words e.g. someone, somewhere was out to get him.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of commas after fronted adverbials.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Brackets, dashes and commas for parenthesis.</p> <p>Introduce: Use of commas to separate different types of clauses.</p>	
<p>Resolution: The hero returns a new man, a different person. He puts right what was wrong, finds love etc. What he has really found is himself.</p>	<p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>	<p>Proof-read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (including the use of the comma for fronted adverbials and inverted commas for speech).</p>	

6. Year 5 Spring 2 - Poetry (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 4): Features of poetry and songs (link with reading). Use of models for own composition.</p>		<p>Spellings:</p>		<p>Introduce: - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash</p>
<p>Look at variety of poetry and song structures (particularly rap).</p> <p>Use a variety of structures to develop own poems.</p> <p>Person and tense varying, consistent throughout.</p>	<p>Consolidate: 2A sentences e.g. The glamorous, intelligent princess kissed the grotesque, warty frog (Expanded noun phrase).</p> <p>List sentences No less than three and no more than 4 adjectives before the noun. Try to combine with alliteration. e.g. It was a dark, long, leafy lane</p> <p>Starting sentences with similes.</p> <p>What +! sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place!</p> <p>Introduce: Personification of weather sentence</p>	<p>Consolidate: Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Contracted verbs</p> <p>Alliterations</p> <p>Powerful verbs for effect</p> <p>Figurative language: similes, metaphors and onomatopoeia, alliteration.</p> <p>Introduce: Correct subject and verb agreement when using singular and plural.</p>	<p>Consolidate: Commas used to list adjectives</p> <p>Exclamation marks</p> <p>Apostrophes to punctuate contraction and possession</p> <p>Introduce:</p>	
		<p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Up levelling chosen vocabulary</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation.</p>	

9. Year 5 Summer 1 - Persuasion (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 4): Features of a persuasive writing (link with reading). Use of models for own composition.</p> <p>Use of planning grids.</p>				<p>Introduce:</p> <ul style="list-style-type: none"> - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
<p>Introduction The main argument and the author's view. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>Introduce: 3 bad - (dash) question sentence E.g Thirst, heatstroke, exhaustion - which would kill him first?</p>		<p>Dash</p> <p>Question marks</p>	
<p>Middle Section Group related ideas into paragraphs. Three paragraphs, one per argument with supporting evidence.</p> <p>Non chronological order</p> <p>Factual information as supporting evidence</p> <p>Emotive devices</p> <p>Present tense, first, second or third person used consistently throughout.</p> <p>Consistently maintain viewpoint with consideration for audience and purpose.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause.</p> <p>What +! Sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place!</p> <p>Use of the perfect form of past and present verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Develop use of parenthesis to add an after thought or explanation with dashes and commas.</p> <p>Introduce: Name - adjective pair - sentences</p>	<p>Consolidate: Use of emotive language and repetition for effect.</p> <p>Comparative/superlative adjectives.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Use of devices to build cohesion within a paragraph (developing use of conjunctions for emphasis, opinion and illustration).</p> <p>Use of emotive language e.g. agony, cruel, dreadful, ecstatic, courageous.</p> <p>Introduce: Special effects to reinforce points: humour, questions, alliteration, shock tactics, appearing reasonable, counter opposing arguments.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Exclamation marks</p> <p>Brackets, dashes and commas for parenthesis</p> <p>Introduce: Gap Filling</p>	
<p>Develop Ending A summary of the main points and a concluding statement.</p>	<p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p>	<p>Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.</p>	<p>Proof read for punctuation (Exclamation marks, brackets, dashes, commas, question marks).</p>	

10. Year 5 Summer 1 - Performance poetry (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Consolidate (from year 4): Features of poetry (link with reading). Use of models for own composition.				Introduce: -morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
Look at variety of poetry structures. Use a variety of structures to develop own poems. Person and tense varying, consistent throughout.	Consolidate: 2A sentences e.g. The glamorous, intelligent princess kissed the grotesque, warty frog (Expanded noun phrase). List sentences No less than three and no more than 4 adjectives before the noun. Try to combine with alliteration. e.g. It was a dark, long, leafy lane Starting sentences with similes. What +! sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place! Personification of weather sentence Introduce: Gap Filling	Consolidate: Contracted verbs Alliterations Powerful verbs for effect Figurative language: similes, metaphors and onomatopoeia, personification. Correct subject and verb agreement when using singular and plural. Antonyms Introduce: Gap Filling	Consolidate: Commas used to list adjectives Exclamation marks Apostrophes to punctuate contraction and possession Introduce: Gap Filling	
		Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. Up levelling chosen vocabulary Proof read for spellings, using a dictionary to check spellings.	Proof read for punctuation.	

11. Year 5 Summer 2- Recount (4 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Consolidate (from year 4): Features of a recount (link with reading) to learn from it's structure, vocabulary and grammar. Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record.		Spelling -		Introduce: - morphology - Etymology - Adverbials - Evaluate - Edit - Consistent - Brackets - Dashes - Commas - Ambiguity - Performance - Suffixes - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
Introduction Definition Develop hook to introduce reader	Rhetorical questions/ 3 bad - (dash) question sentence.		Question marks	
Middle Section Headings and subheadings to introduce sections and paragraphs Group related ideas into paragraphs. - components, operation. Subheadings used for each paragraph. Chronological/ logical order Factual information (dates, places) Perfect past, present or future tense (past progressive). Second or third person. Include anecdotal stories and feelings.	Consolidate: Variety of compound and complex sentences using main clause, subordinate clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; Outside (Inside). Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) Develop use of parenthesis to add an after thought or explanation. Introduce: Gap filling	Consolidate: Correct subject and verb agreement when using singular and plural. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Use of devices to build cohesion within a paragraph (developing use of conjunctions to shift attention for suspense or surprise). Contracted verbs Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model) Explain meaning of technical vocabulary using brackets for parenthesis. Introduce: Gap filling	Consolidate: Use of inverted commas and other punctuation to indicate direct speech. Exclamation marks Question marks Apostrophes for contraction and possession. Brackets, dashes and commas for parenthesis. Introduce: Gap filling	
Develop Ending Application (What it is used for). Information reminders e.g. information boxes, five amazing facts.	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings. Evaluate effectiveness of own and others writing and suggesting improvements.	Proof read for punctuation.	

1. Year 6 Autumn 1 - Poetry (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of poetry and songs (link with reading). Use of models of similar writing for own composition. Introduce: Offer examples where a writer uses a well-chosen word or a language effect.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion</p>
<p>Look at variety of poetry and song structures.</p> <p>Use a variety of structures to develop own poems.</p> <p>Person and tense varying, consistent throughout</p> <p>Written in perfect/progressive past or present tense, variety of first and third person pronouns, informal style.</p>	<p>Consolidate KPIs (from Yr5): List sentences No less than three and no more than 4 adjectives before the noun. Try to combine with alliteration. e.g. It was a dark, long, leafy lane</p> <p>Starting sentences with similes.</p> <p>What +! sentences Begin with the word 'what ' followed by an adjective E.g. What a lovely place!</p> <p>Personification of weather sentence Introduce:</p>	<p>Consolidate KPIs (from Yr5): Contracted verbs</p> <p>Powerful verbs for effect</p> <p>Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration.</p> <p>Correct subject and verb agreement when using singular and plural. Introduce: How words are related by meaning as synonyms and antonyms.</p>	<p>Consolidate KPIs (from Yr5): Commas used to list adjectives</p> <p>Exclamation marks</p> <p>Apostrophes to punctuate contraction and possession</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Introduce:</p>	<p>- Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs</p> <p>Introduce:</p>
	<p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>	<p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>	<p>Proof read for punctuation.</p>	<p>-Semi colon - Colon - Hyphen - Active - Passive - Shift in formality</p>

2. Year 6 Autumn 1 - Short story (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Structure of a Just So story (link with reading). Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record. Use what I know about the grammar and vocabulary choices a write could make to help me understand more challenging and difficult texts.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue</p>
<p>Introduction -Plan a good opening using description/action/dialogue to hook the reader. Secure development of characterisation though dialogue and description Drop hints as to what will happen.</p>	<p>Consolidate: Use of 3ed/ sentence of 3 for description / ad same ad.</p>	<p>Indicate degrees of possibility using adverbs and modal verbs.</p>	<p>Commas Colons</p>	<p>- Atmosphere - Cohesion - Cohesive devices</p>
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - detailed description of setting, setting mood and atmosphere. Development: Develop main characters. Introduce the problem/conflict. Introduce one or two more characters (do they cause the problem?). Interaction between characters to move the plot forward. Build tension. Climax: Focus on description/character/discussion rather than action. Introduce one or two more characters (do they add to conflict/cause a complication or help to resolve conflict?). Build tension to a climax. Written in perfect/progressive past or present tense, variety of first and third person pronouns. Consistently maintain viewpoint</p>	<p>Consolidate KPIs (from Yr5): Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials. Develop use of parenthesis to add an after thought or explanation. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Stage directions in speech (speech + verb + action) e.g. "Stop!" He shouted, picking up the stick and running after the thief. Similes to start sentences. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) Introduce: De:de sentences. Use of dialogue to convey character and advance action.</p>	<p>Consolidate KPIs (from Yr5): Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly Introduce: Use of expanded noun phrases to explain complicated information simply. The difference between structures of informal speech and structures appropriate for formal speech and writing.</p>	<p>Consolidate KPIs (from Yr5): Use of inverted commas and other punctuation to indicate direct speech. Brackets, dashes and commas for parenthesis. Exclamation marks Question marks Apostrophes for contraction and possession. Use of commas to avoid ambiguity, clarify meaning and separate clauses in sentences. Introduce: Use of a colon to indicate a stronger subdivision of a sentence than a comma.</p>	<p>- Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs Introduce: -Semi colon</p>
<p>Resolution: How are problems solved? Who solves them? How do characters react? Refer back to opening (time shift).</p>	<p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions making a film trailer, using appropriate intonation, volume and movement so that meaning is clear. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Direct speech).</p>	<p>- Colon - Hyphen - Active - Passive - Shift in formality</p>

3. Year 6 Autumn 1 - Recount (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of recount (link with reading) to learn from it's structure and vocabulary. Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix -Prefix -Homophones -Dialogue -Atmosphere -Cohesion -Cohesive devices -Tense -Dash -Bullet points -Antonym -Synonym -Formal speech -Informal speech -Subject -Object -Ellipses -Perfect form of verbs</p> <p>Introduce: -Semi colon -Colon -Hyphen -Active -Passive -Shift in formality</p>
<p>Introduction Set the scene - who, what, why, when, where.</p> <p>Middle Section Paragraphs used to group key events with a focus on an individual or group. Chronological order Specific details (names, places, objects) Written in perfect/progressive past or present tense, variety of third person pronouns, informal (active) style. Consistently maintain viewpoint with consideration for audience and purpose.</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p> <p>Consolidate KPIs (from Yr5): Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials. Develop use of parenthesis to add an after thought or explanation. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Similes to start sentences. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) De:de sentence Introduce: Some; others sentence.</p>	<p>Consolidate KPIs (from Yr5): Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses. Use of expanded noun phrases to explain complicated information simply. Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must Introduce: Use of informal (active) language. Use correct active pronouns to affect the presentation of information in a sentence.</p>	<p>Question marks.</p> <p>Consolidate: Brackets, dashes and commas for parenthesis. Exclamation marks Question marks Apostrophes for contraction and possession. Use of a colon to indicate a stronger subdivision of a sentence than a comma. Introduce: Use of a semi-colon to indicate a stronger subdivision of a sentence than a comma.</p>	

<p>Ending A closing statement about what happened after the events/feelings about the event.</p>	<p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions by reading them aloud, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Colons and semi-colons).</p>	
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4. Year 6 Autumn 2 – Mystery Story (3 Weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Structure of a mystery story(link with reading). Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record. Use what I know about the grammar and vocabulary choices a write could make to help me understand more challenging and difficult texts.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue</p>
<p>Introduction -Plan a good opening using description/action/dialogue to hook the reader. Secure development of characterisation though dialogue and description Drop hints as to what will happen.</p>	<p>Consolidate: Use of 3ed/ sentence of 3 for description / ad same ad.</p>	<p>Indicate degrees of possibility using adverbs and modal verbs.</p>	<p>Commas Colons</p>	<p>- Atmosphere - Cohesion - Cohesive devices</p>
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - detailed description of setting, setting mood and atmosphere. Development: Develop main characters. Introduce the problem/conflict. Introduce one or two more characters (do they cause the problem?). Interaction between characters to move the plot forward. Build tension. Climax: Focus on description/character/discussion rather than action. Introduce one or two more characters (do they add to conflict/cause a complication or help to resolve conflict?). Build tension to a climax. Written in perfect/progressive past or present tense, variety of first and third person pronouns. Consistently maintain viewpoint</p>	<p>Consolidate KPIs (from Yr5): Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials. Develop use of parenthesis to add an after thought or explanation. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Stage directions in speech (speech + verb + action) e.g. "Stop!" He shouted, picking up the stick and running after the thief. Similes to start sentences. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) De:de sentences. Use of dialogue to convey character and advance action. Introduce: Italics 'stressed words' sentences Occurs in written dialogue and helps the reader to hear a word. e.g. "John, <i>please!</i>"</p>	<p>Consolidate KPIs (from Yr5): Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Introduce: To manage shifts in formality to suit the purpose, and through different speakers to show character and dialect.</p>	<p>Consolidate KPIs (from Yr5): Use of inverted commas and other punctuation to indicate direct speech. Brackets, dashes and commas for parenthesis. Exclamation marks Question marks Apostrophes for contraction and possession. Use of a colon to indicate a stronger subdivision of a sentence than a comma. Introduce: Use of commas to avoid ambiguity, clarify meaning and separate clauses in sentences.</p>	<p>- Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs Introduce: -Semi colon - Colon - Hyphen</p>

<p>Resolution: How are problems solved? Who solves them? How do characters react? Refer back to opening (time shift).</p>	<p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions making a film trailer, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Direct speech).</p>	<ul style="list-style-type: none"> - Active - Passive - Shift in formality
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5. Year 6 Autumn 2 - Debate/ Balanced Argument (3 Weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate(from year 5): Features of a balanced argument (link with reading) Secure use of planning grids developing initial ideas, drawing on reading and research where necessary.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix</p> <ul style="list-style-type: none"> - Prefix - Homophones - Dialogue
<p>Introduction Statement of the issue. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>3 bad - (dash) question sentence E.g Torture, hanging, burning - is corporal punishment right?</p>		<p>Question marks Dash</p>	<ul style="list-style-type: none"> - Atmosphere - Cohesion

<p>Middle Section</p> <p>Group related ideas into paragraphs. Three arguments for and against. Paragraph 1: 3 arguments in favour, reasons and evidence. Paragraph 2: 3 arguments against, reasons and evidence.</p> <p>Non chronological order</p> <p>Factual information as supporting evidence</p> <p>Emotive devices</p> <p>Perfect present tense, third person formal style.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials, de:de and some; others.</p> <p>Develop use of parenthesis to add an after thought or explanation.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect including rhetorical questions for dramatic effect.</p> <p>Similes to start sentences.</p> <p>Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...)</p> <p>Introduce:</p>	<p>Consolidate: Use of emotive language e.g. agony, cruel, dreadful, ecstatic, courageous.</p> <p>Active and passive verbs to create effect and to affect presentation of information.</p> <p>Use the correct form of the verb inflection. E.g. we were instead of we was.</p> <p>Range of openers: Some claim... Many people think.... They argue that...It is thought.... On the other hand.... Another point is..... Furthermore..... Therefore....On balance I feel.....</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)</p> <p>Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Introduce: Use of formal (passive) language. Use correct passive pronouns to affect the presentation of information in a sentence.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Brackets, dashes and commas for parenthesis.</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Bullet points to list information.</p> <p>Use of colons and semi-colons to indicate a stronger subdivision of a sentence than a comma.</p> <p>Introduce:</p>	<ul style="list-style-type: none"> - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce:</p> <ul style="list-style-type: none"> -Semi colon - Colon - Hyphen - Active - Passive - Shift in formality
<p>Develop Ending State which side of the argument the author agrees with and why.</p>	<p>Evaluate and edit effectiveness of own and other's writing with reasoning. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions in a debate, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation(Commas, question marks, exclamation marks, colon, apostrophes).</p>	

6. Year 6 Autumn 2 - Persuasion (2 Weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of a persuasive writing (link with reading). Use of models for own composition.</p> <p>Use of planning grids.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix</p> <ul style="list-style-type: none"> - Prefix - Homophones
<p>Introduction The main argument and the author's view. Develop hook to tempt reader e.g. Who..? What..? Where..? Why? When..? How..?</p>	<p>Introduce: 3 bad - (dash) question sentence E.g Thirst, heatstroke, exhaustion - which would kill him first?</p>		<p>Dash</p> <p>Question marks</p>	<ul style="list-style-type: none"> - Dialogue - Atmosphere

<p>Middle Section Group related ideas into paragraphs. Three paragraphs, one per argument with supporting evidence.</p> <p>Non chronological order</p> <p>Factual information as supporting evidence</p> <p>Emotive devices</p> <p>Present tense, first,second or third person used consistently throughout.</p> <p>Consistently maintain viewpoint with consideration for audience and purpose.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials, de:de and some; others.</p> <p>Develop use of parenthesis to add an after thought or explanation.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect including rhetorical questions for dramatic effect.</p> <p>Introduce:</p>	<p>Consolidate:Use of emotive language and repetition for effect.</p> <p>Comparative/superlative adjectives.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Development of coordinating and subordinating conjunctions e.g. however, therefore, as a result, although, on the other hand, possibly, finally, in conclusion, overall, on balance. (Use HANDS model)</p> <p>Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Range of openers: Some claim... Many people think.... They argue that....It is thought.... On the other hand.... Another point is..... Furthermore..... Therefore....On balance I feel.....</p> <p>Active and passive verbs to create effect and to affect presentation of information.</p> <p>Introduce: Special effects to reinforce points: humour, questions, alliteration, shock tactics, appearing reasonable, counter opposing arguments.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Exclamation marks</p> <p>Brackets, dashes and commas for parenthesis</p> <p>Colon</p> <p>Semi-colon</p> <p>Introduce:</p>	<ul style="list-style-type: none"> - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce:</p> <ul style="list-style-type: none"> -Semi colon - Colon - Hyphen - Active - Passive - Shift in formality
<p>Develop Ending A summary of the main points and a concluding statement.</p>	<p>Evaluate and edit effectiveness of own and other's writing with reasoning. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions in a debate, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation(Commas, question marks, exclamation marks, colon, apostrophes).</p>	

7. Year 6 Spring 1 - Newspaper Reports (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate: Features of a newspaper report (link with reading). Notice the grammar and vocabulary choices in a text I am reading and use the correct terminology when discussing how effective the use of these language features has been. Secure use of planning grids developing initial ideas, drawing on reading and research where necessary.</p>		<p>Spellings:</p>		<p>Consolidate:</p> <ul style="list-style-type: none"> -Suffix - Prefix - Homophones

<p>Introduction Headline</p>	<p>Consolidate: The main idea - short, catchy, not necessarily a sentence, might use abbreviation, alliteration or puns.</p>			<ul style="list-style-type: none"> - Dialogue - Atmosphere
<p>Middle Section Lead paragraph - The main facts, the report in brief. Must include 5Ws.</p> <p>Main paragraph - More details of 5Ws (specific factual detail)</p> <p>Main paragraph 2 - More details including reactions.</p> <p>Sources - comments and quotes by witnesses or the people involved about the events.</p> <p>Bullet points</p> <p>Third person, past continuous/progressive</p> <p>Consistently maintain viewpoint</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials.</p> <p>Develop use of parenthesis to add an after thought or explanation.</p> <p>De:de sentences.</p> <p>Double ly ending sentences</p> <p>Some;others sentences</p> <p>Introduce:</p>	<p>Consolidate: Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses.</p> <p>Use of quotations - direct and reported speech.</p> <p>Use of expanded noun phrases to explain complicated information simply.</p> <p>Use of formal (passive) language Use correct passive pronouns to affect the presentation of information in a sentence.</p> <p>Manage shifts in formality to suit the purpose i.e formal report with informal quotation.</p> <p>Introduce: Use of the subjunctive mood in very formal writing e.g. if I were you.</p> <p>Use standard English vocabulary and grammar as the main way to express when speaking in lessons and most of the time when I am writing.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Brackets, dashes and commas for parenthesis.</p> <p>Use of commas to avoid ambiguity.</p> <p>Use of a colon and semi-colon to indicate a stronger subdivision of a sentence than a comma.</p> <p>Introduce:</p>	<ul style="list-style-type: none"> - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce:</p> <ul style="list-style-type: none"> -Semi colon
<p>Ending - summary clear at the end to appeal directly to the reader.</p>	<p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register..</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Up levelling chosen vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Proof read for punctuation (Direct speech).</p>	<ul style="list-style-type: none"> - Colon - Hyphen - Active - Passive - Shift in formality

9. Year 6 Spring 1 – Time Travel Story (2 Weeks)

<p>Composition Text Structure</p>	<p>Sentence Construction</p>	<p>Word/language</p>	<p>Punctuation</p>	<p>Terminology</p>
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<p>Introduce: Structure of a short story (link with reading). Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record. Use what I know about the grammar and vocabulary choices a write could make to help me understand more challenging and difficult texts.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion - Cohesive devices</p>
<p>Introduction -Plan a good opening using description/action/dialogue to hook the reader. Secure development of characterisation though dialogue and description Drop hints as to what will happen.</p>	<p>Consolidate: Use of 3ed/ sentence of 3 for description / ad same ad.</p>	<p>Indicate degrees of possibility using adverbs and modal verbs.</p>	<p>Commas Colons</p>	<p>- Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs</p>
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - detailed description of setting, setting mood and atmosphere. Development: Develop main characters. Introduce the problem/conflict. Introduce one or two more characters (do they cause the problem?). Interaction between characters to move the plot forward. Build tension. Climax: Focus on description/character/discussion rather than action. Introduce one or two more characters (do they add to conflict/cause a complication or help to resolve conflict?). Build tension to a climax. Written in perfect/progressive past or present tense, variety of first and third person pronouns. Consistently maintain viewpoint</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials. Develop use of parenthesis to add an after thought or explanation. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Stage directions in speech (speech + verb + action) e.g. "Stop!" He shouted, picking up the stick and running after the thief. Similes to start sentences. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) De:de sentences. Use of dialogue to convey character and advance action. Introduce:</p>	<p>Consolidate: Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses. Use of expanded noun phrases to explain complicated information simply. The difference between structures of informal speech and structures appropriate for formal speech and writing. Consistent use of tense throughout. Introduce: Manage shifts in formality to suit the purpose i.e speech of a character showing formal dialect</p>	<p>Consolidate: Use of inverted commas and other punctuation to indicate direct speech. Brackets, dashes and commas for parenthesis. Exclamation marks Question marks Apostrophes for contraction and possession. Use of commas to avoid ambiguity, clarify meaning and separate clauses in sentences. Introduce: Use of a colon to indicate a stronger subdivision of a sentence than a comma.</p>	<p>- Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs Introduce: -Semi colon - Colon - Hyphen - Active - Passive - Shift in formality</p>
<p>Resolution: How are problems solved? Who solves them? How do characters react? Refer back to opening (time shift).</p>	<p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions making a film trailer, using appropriate intonation, volume and movement so that meaning is clear. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Direct speech).</p>	

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from yr4): Features of instructions (link with reading) to learn from it's structure, vocabulary and grammar. Secure use of text mapping to discuss and record ideas.</p>				<p>Consolidate:</p> <ul style="list-style-type: none"> - Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce:</p> <ul style="list-style-type: none"> - Semi colon - Colon - Hyphen - Active - Passive - Shift in formality
<p>Introduction Introduce the goal, what is to be achieved at the end.</p>	<p>Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Comma</p>	
<p>Middle Section Subheading - List of materials/ingredients/equipment that is needed. Bullet points used for each item. Include quantities needed, sizes and amounts. Subheading - Numbered steps that detail the process - only using necessary detail. Pictures/diagrams/illustrations Present tense, second person Chronological order</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; the more, the more; fronted adverbials, de:de and some; others. Prepositional phrases to start a sentence. Develop use of parenthesis to add an after thought or explanation. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) De:de sentence Introduce: Gap filling</p>	<p>Consolidate: Technical language Imperative verbs Adverbials of time e.g. first, then, next, after that, soon. Prepositions: next to; by the side of; in front of; throughout; because of. Use the correct possessive pronouns. Contracted verbs Correct subject and verb agreement when using singular and plural. Active and passive verbs to create effect and to affect presentation of information. Use the correct form of the verb inflection. E.g. we were instead of we was. Introduce: Gap filling</p>	<p>Consolidate): Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Colons to introduce lists. Apostrophes for contraction. Apostrophes for possession Introduce: Gap filling</p>	
<p>Ending A closing statement about what happened after the events/feelings about the event.</p>	<p>Evaluate and edit effectiveness of own and other's writing with reasoning. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions in a debate, using appropriate intonation, volume and movement so that meaning is clear. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation(Commas, question marks, exclamation marks, colon, apostrophes).</p>	

11. Year 6 Spring 2 - Setting Description (1 week)

Year 6 Writing Progression

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate Features of a setting description (link with reading) Notice the grammar and vocabulary choices in a text I am reading and use the correct terminology when discussing how effective the use of these language features has been.</p>		<p>Third person pronouns Past tense</p>		<p>Consolidate: -Suffix</p> <ul style="list-style-type: none"> - Prefix - Homophones - Dialogue
<p>Middle Section</p> <p>Detailed description of a key setting using senses and including time of day and type of weather.</p> <p>Develop the use of pathetic fallacy - how the mood/atmosphere is represented in inanimate objects, weather and setting.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; The more, the more sentences; De:de sentences.</p> <p>Develop use of parenthesis to add an after thought or explanation.</p> <p>Introduce: Imagine 3 examples: sentences.</p>	<p>Consolidate: Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration.</p> <p>Prepositional phrases.</p> <p>Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses.</p> <p>More specific vocabulary to add detail</p> <p>How words are related by meaning as synonyms and antonyms.</p> <p>Introduce: Use perfect form of verbs to mark relationships of time and cause.</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence.</p> <p>Brackets, dashes and commas for parenthesis.</p> <p>Use of semi colons and colons to indicate a stronger subdivision of a sentence than a comma.</p> <p>Introduce: Use of commas and hyphens to avoid ambiguity.</p>	<ul style="list-style-type: none"> - Atmosphere - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce: -Semi colon</p> <ul style="list-style-type: none"> - Colon
	<p>Evaluate and edit effectiveness of own and other's writing with reasoning.</p> <p>Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Up levelling chosen vocabulary.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p>Proof read for punctuation.</p>	<ul style="list-style-type: none"> - Hyphen - Active - Passive - Shift in formality

12. Year 6 Spring 2 - Character Description (1 week)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate Features of a character description (link with reading) Notice the grammar and vocabulary choices in a text I am reading and use the correct terminology when discussing how effective the use of these language features has been.</p>		<p>Third person pronouns Past tense</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere</p>
<p>Middle Section Detailed description of a key character using techniques of show not tell through description, action and dialogue. Develop the use of pathetic fallacy - how the characters mood/emotion is represented in inanimate objects and setting.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; The more, the more sentences. Outside (inside) sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings E.g She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) De:de sentences. Imagine 3 examples Introduce: When_ ; when_ ; when_ ; then_ sentences.</p>	<p>Consolidate: Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. (expanded noun phrases) Choosing nouns and pronouns (me, him, he, himself, his etc) appropriately for clarity and cohesion. How words are related by meaning as synonyms and antonyms. Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p>	<p>Consolidate: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of inverted commas and other punctuation to indicate direct speech. Use of semi colons and colons to indicate a stronger subdivision of a sentence than a comma.</p>	<p>- Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs Introduce: -Semi colon - Colon</p>
	<p>Evaluate and edit effectiveness of own and other's writing with reasoning. Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring mostly consistent and correct use of tense throughout.</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (Direct speech).</p>	<p>- Hyphen - Active - Passive - Shift in formality</p>

13. Year 6 Spring 2 – Explanation Text (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of an explanation text (link with reading) to learn from it's structure, vocabulary and grammar. Secure independent use of planning grid to discuss and record drawing on reading and research when necessary. Notice unfamiliar or new uses of language and make an effort to use what I have learned when I am writing.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs</p>
<p>Introduction Title Definition Develop hook to introduce reader</p>	<p>Consolidate: Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	
<p>Middle Section Headings and subheadings to introduce sections and paragraphs Group related ideas into paragraphs. - components, operation. Subheadings used for each paragraph. Chronological/ logical order Factual information (dates, places) Perfect past, present or future tense (past progressive). Second or third person. Impersonal, factual, plain writing to ensure the explanation is clear and concise. Diagram with captions, charts, flow charts, illustrations.</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials. Develop use of parenthesis to add an after thought or explanation. De:de sentences. Double ly ending sentences Some;others sentences Introduce: Use of short sentences which are clear and to the point, missing out unnecessary words.</p>	<p>Consolidate: Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses. Use of expanded noun phrases. Use of formal (passive) language Use correct passive pronouns to affect the presentation of information in a sentence. Use of the subjunctive in very formal writing. Use standard English vocabulary and grammar as the main way to express when speaking in lessons and most of the time when I am writing. Manage shifts in formality to suit the purpose I.e formal report with informal quotation. Introduce: Technical terms explained through diagrams, parenthesis or in a glossary.</p>	<p>Consolidate: Brackets, dashes and commas for parenthesis. Question marks Apostrophes for contraction and possession. Use of commas to avoid ambiguity and clarify meaning. Use of semi colon and colon to indicate a stronger subdivision of a sentence than a comma. Use of bullet points to list information. Introduce: Gap filling.</p>	
<p>Develop Ending Application (What it is used for). Information reminders e.g. information boxes, five amazing facts.</p>	<p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation.</p>	<p>- Shift in formality</p>

	distinguishing between the language of speech and writing and choosing the appropriate register.			
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14. Year 6 Summer 1 - Stories from other cultures (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a story from a different culture (link with reading) using as a model for own composition. Secure use of planning tools: story map/grid/mountain/boxing up to discuss and record. Notice unfamiliar or new uses of language and make an effort to use what I have learned when I am writing.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs</p> <p>Introduce: -Semi colon - Colon</p>
<p>Introduction -Good opening using description/action/dialogue to hook the reader. Secure development of characterisation through dialogue and description</p>	<p>Consolidate: Use of 3ed/ sentence of 3 for description / ad same ad/Imagine 3 examples sentences.</p>	<p>Indicate degrees of possibility using adverbs and modal verbs.</p>	<p>Commas Colons</p>	
<p>Middle Section Create settings, characters and plot with consideration for the audience and purpose. Setting - detailed description of setting, setting mood and atmosphere (link to previous term's learning). Development: Develop main characters. Introduce the problem/conflict. Introduce one or two more characters (do they cause the problem?). Interaction between characters to move the plot forward. Build tension. Climax: Focus on description/character/discussion rather than action. Introduce one or two more characters (do they add to conflict/cause a complication or help to resolve conflict?). Build tension to a climax. Written in perfect/progressive past or present tense, variety of first and third person pronouns. Consistently maintain viewpoint</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials; De:de sentences; Double ly ending sentences; Some;others sentences; When_; when_; when_; then_ sentences. Develop use of parenthesis to add an after thought or explanation. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect. Stage directions in speech (speech + verb + action) e.g. "Stop!" He shouted, picking up the stick and running after the thief. Similes to start sentences. Fronted adverbials and prepositions used to signal time and sequence (After many days) or to change the setting (Back at the ship, meanwhile...) Use of dialogue to advance action. Introduce: Irony sentences</p>	<p>Consolidate: Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses. Use of expanded noun phrases to explain complicated information simply. The difference between structures of informal speech and structures appropriate for formal speech and writing. Use perfect form of verbs to mark relationships of time and cause. Introduce: Gap filling</p>	<p>Consolidate: Use of inverted commas and other punctuation to indicate direct speech. Brackets, dashes and commas for parenthesis. Exclamation marks Apostrophes for contraction and possession. Use of commas to avoid ambiguity, clarify meaning and separate clauses in sentences. Use of hyphens to avoid ambiguity. Use of semi colons and colons to indicate a stronger subdivision of a sentence than a comma. Introduce: Gap filling</p>	

<p>Resolution: How are problems solved? Who solves them? How do characters react? Refer back to opening (time shift).</p>	<p>Evaluate and edit effectiveness of own and other's writing with reasoning.</p> <p>Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p> <p>Perform own compositions by reading them aloud, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Proof read for punctuation (Direct speech).</p>	<ul style="list-style-type: none"> - Hyphen - Active - Passive - Shift in formality
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15. Year 6 Summer 2 - Non-Chronological report (3 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of a Non chronological report (link with reading). Using other similar writing as models for own. Secure independent use of planning grid to discuss and record drawing on reading and research when necessary. Notice unfamiliar or new uses of language and make an effort to use what I have learned when I am writing.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix</p> <ul style="list-style-type: none"> - Prefix - Homophones - Dialogue - Atmosphere
<p>Introduction Opening statement - what is the report about. Develop hook to introduce reader</p>	<p>Consolidate: Rhetorical questions used to engage the reader (headings and subheadings)</p>		<p>Question marks</p>	

<p>Middle Section Headings and subheadings. Underline or use bold type to make them stand out.</p> <p>Group related ideas into paragraphs. Topic sentences to introduce paragraphs. Using research and selected factual information from a range of sources to clarify.</p> <p>Non Chronological order, clear factual style.</p> <p>Written in perfect/progressive present/past tense, third person consistently, formal (passive) style.</p> <p>Consistently maintain viewpoint with consideration for audience and purpose.</p> <p>Use tables, pictures, diagrams, maps, photos to add more information</p>	<p>Consolidate: Variety of compound and complex sentences using main clause, subordinate clause and relative clause using sentence types to support: Ing, ing, ing sentences; Ad, same ad sentences; 3 bad - ?; fronted adverbials.</p> <p>Develop use of parenthesis to add an after thought or explanation.</p> <p>De:de sentences.</p> <p>Double ly ending sentences</p> <p>Some;others sentences</p> <p>Use of short sentences which are clear and to the point, missing out unnecessary words.</p> <p>Introduce: Gap filling.</p>	<p>Consolidate: Link ideas across the paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses.</p> <p>Use of expanded noun phrases to explain complicated information simply.</p> <p>Use of formal (passive) language Use correct passive pronouns to affect the presentation of information in a sentence.</p> <p>Use of the subjunctive in very formal writing e.g. if I were you.</p> <p>Use standard English vocabulary and grammar as the main way to express when speaking in lessons and most of the time when I am writing.</p> <p>Technical terms explained through diagrams, parenthesis or in a glossary.</p> <p>Manage shifts in formality to suit the purpose i.e formal report with informal quotation.</p> <p>Introduce: Gap filling.</p>	<p>Consolidate: Brackets, dashes and commas for parenthesis.</p> <p>Question marks</p> <p>Apostrophes for contraction and possession.</p> <p>Use of commas to avoid ambiguity and clarify meaning.</p> <p>Use of semi colon and colon to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of bullet points to list information.</p> <p>Introduce: Gap filling.</p>	<ul style="list-style-type: none"> - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs <p>Introduce: -Semi colon</p> <ul style="list-style-type: none"> - Colon - Hyphen - Active - Passive - Shift in formality
<p>Develop Ending - relate the subject back to the reader. Information reminders e.g. information boxes, five facts.</p>	<p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation.</p>	

16. Year 6 Summer 2 - Poetry (1 week)

<p>Composition Text Structure</p>	<p>Sentence Construction</p>	<p>Word/language</p>	<p>Punctuation</p>	<p>Terminology</p>
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Year 6 Writing Progression

<p>Consolidate: Features of poetry and songs (link with reading). Use of models of similar writing for own composition. Offer examples where a writer uses a well-chosen word or a language effect.</p>		<p>Spellings:</p>		<p>Consolidate: -Suffix - Prefix - Homophones - Dialogue - Atmosphere</p>
<p>Look at variety of poetry and song structures.</p> <p>Use a variety of structures to develop own poems.</p> <p>Person and tense varying, consistent throughout</p> <p>Written in perfect/progressive past or present tense, variety of first and third person pronouns, informal style.</p>	<p>Consolidate: List sentences No less than three and no more than 4 adjectives before the noun. Try to combine with alliteration. e.g. It was a dark, long, leafy lane</p> <p>Starting sentences with similes.</p> <p>What +! sentences Begin with the word 'what 'followed by an adjective E.g. What a lovely place!</p> <p>Personification of weather sentence Introduce:</p>	<p>Consolidate: Contracted verbs</p> <p>Powerful verbs for effect</p> <p>Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives. and alliteration.</p> <p>Correct subject and verb agreement when using singular and plural.</p> <p>How words are related by meaning as synonyms and antonyms. Introduce:</p>	<p>Consolidate: Commas used to list adjectives</p> <p>Exclamation marks</p> <p>Apostrophes to punctuate contraction and possession</p> <p>Introduce:</p>	<p>- Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Formal speech - Informal speech - Subject - Object - Ellipses - Perfect form of verbs</p> <p>Introduce:</p>
	<p>Evaluate and edit effectiveness of own and other's writing with reasoning.</p> <p>Evaluate by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation.</p>	<p>-Semi colon - Colon - Hyphen - Active - Passive - Shift in formality</p>

