



Howden C of E Infant and Junior School

Sequence of Learning: Writing



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Writing: Age Related Statutory Coverage

Year Group	Composition	Vocabulary, Punctuation and Grammar
Development Matters	Children who are 3 and 4 years old will be learning to: - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name.	
EYFS Early Learning Goal: Writing	Children at the expected level of development will: - Write simple phrases and sentences that can be read by others.	
Year 1	Pupils should be taught to: Write sentences by: - Saying out loud what they are going to write about. - Composing a sentence orally before writing it.	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: - Leaving spaces between words. - Joining words and joining clauses using and.

	- Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. - Learning the grammar for year 1 in English Appendix 2. - Use the grammatical terminology in English Appendix 2 in discussing their writing.
Year 2	Pupils should be taught to: Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional). - Writing about real events. - Writing poetry. - Writing for different purposes. Consider what they are going to write before beginning by: - Planning or saying out loud what they are going to write about. - Writing down ideas and/or key words, including new vocabulary. - Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - Evaluating their writing with the teacher and other pupils.	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Learn how to use: - Sentences with different forms: statement, question, exclamation, command. - Expanded noun phrases to describe and specify, e.g. the blue butterfly. - The present and past tenses correctly and consistently including the progressive form. - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - The grammar for year 2 in English Appendix 2. - Some features of written Standard English.

	- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proof-reading to check for errors in spelling, grammar and punctuation. - Read aloud what they have written with appropriate intonation to make the meaning clear.	- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Lower Key Stage 2	Pupils should be taught to: Plan their writing by: - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discussing and recording ideas. Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). - Organising paragraphs around a theme. - In narratives, creating settings, characters and plot. - In non-narrative material, using simple organisational devices, e.g. headings and sub-heading. Evaluate and edit by:	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause. - Using fronted adverbials. - Learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by: - Using commas after fronted adverbials. - Indicating possession by using the possessive apostrophe with plural nouns. - Using and punctuating direct speech.

	- Assessing the effectiveness of their own and others' writing and suggesting improvements. - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof-read for spelling and punctuation errors. - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Upper Key Stage 2	Pupils should be taught to: Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Noting and developing initial ideas, drawing on reading and research where necessary. - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: - appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - Précising longer passages.	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Using passive verbs to affect the presentation of information in a sentence. - Using the perfect form of verbs to mark relationships of time and cause. - Using expanded noun phrases to convey complicated information concisely. - Using modal verbs or adverbs to indicate degrees of possibility. - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. - Learning the grammar for years 5 and 6 in English Appendix 2. Indicate grammatical and other features by:

	- Using a wide range of devices to build cohesion within and across paragraphs. - Using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. Evaluate and edit by: - Assessing the effectiveness of their own and others' writing. - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensuring the consistent and correct use of tense throughout a piece of writing. - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - Proof-read for spelling and punctuation errors. - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	- Using commas to clarify meaning or avoid ambiguity in writing. - Using hyphens to avoid ambiguity. - Using brackets, dashes or commas to indicate parenthesis. - Using semi-colons, colons or dashes to mark boundaries between independent clauses. - Using a colon to introduce a list. - Punctuating bullet points consistently. - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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Howden C of E Infant School

Sequence of Learning: Writing FS2



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
FS2	Introduce: Fiction Planning Tool - Story map. Whole class retelling of story. Understanding beginning, middle and end. Retell simple 5-part story: - Once upon a time - First/ Then/ Next - But - So - Finally...happily ever after. Non-Fiction Factual writing closely linked to a story.	Introduce: Simple Sentences. Simple conjunction: - and Say a sentence, write and read it back to check it makes sense. Compound sentences using coordinating conjunctions and. Repetition for rhythm, e.g. He walked and walked. Repetition in description, e.g. a lean cat, a mean cat.	Introduce: Prepositions: - up - down - in - into - out - on - onto Determiners: The, a, my, your, an, this, that, his, her, their, some, all Adjectives, e.g. old, little, big, small, quiet.	Introduce: Finger spaces. Full stops. Capital letters.

	Simple factual sentences based around a theme. - Names - Labels - Captions - Lists - Diagrams - Message			
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Key Vocabulary	
FS2	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter



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Sequence of Learning: Writing Year 1



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 1	Consolidate Reception list Introduce: Fiction Planning tools: Story map/ story mountain (refer to Story-Type grids). Plan opening around character(s), setting, time of day and type of weather. Understanding 5 parts to a story: - Opening (Once upon a time...) - Build Up (One day) - Problem (Suddenly/ Unfortunately)	Consolidate Reception list Introduce: Simple conjunctions as Reception plus: - but Embellished simple sentences using adjectives, e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. 3A sentences, e.g. The air was cool, musty and damp. Compound sentences using conjunctions (coordinating conjunctions) and/ but e.g.	Consolidate Reception list Introduce: Prepositions: - Inside - Outside - Towards - Across - Under Determiners: Lots of, many, more, those, these. Alliteration, e.g. dangerous dragon, slimy snake. Precise, clear language to give information e.g.	Consolidate Reception list Introduce: Capital letters for names of people, places, days of the week and the personal pronoun I. Question marks. Exclamation marks. Speech bubbles. Bullet points.

	- Resolution (Fortunately) - Ending (Finally...) Non-Fiction Planning tools: Text map/ washing line. - Heading - Introduction (Opening factual statement). - Middle Section(s) (Simple factual sentences around a theme, bullet points for instructions and labelled diagrams). - Ending (concluding sentence).	Joe put on the mask and stepped onto the stage. Charlie hid but Sally found him.	First, switch on the red button. Next, wait for the green light to flash...	
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Key Vocabulary	
Year 1	Consolidate Recaption vocabulary list. Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points

	Singular/plural Adjectives Conjunctions Verbs Alliteration
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Sequence of Learning: Writing Year 2



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 2	Consolidate Year 1 list Introduce: Fiction Secure use of planning tools - story map/ story grids/ 'Boxing Up' grid. Plan opening around character(s), setting, time of day and type of weather. Understanding 5 parts to a story with more complex vocabulary. - Opening (In a land far away... One cold but bright morning...)	Consolidate Year 1 list Introduce: Types of sentences: - Statements - Questions - Exclamations - Commands Embellished simple sentences using adjectives, e.g. The boys peeped inside the dark cave. and adverbs, e.g. Tom ran quickly down the hill. 3V sentences, e.g. Owen caught the ball, dodged the defender and scored a try.	Consolidate Year 1 list Introduce: Prepositions: behind, above, along, before, between, after Alliteration, e.g. wicked witch, slimy slugs Similes using... like... e.g. ...like sizzling sausageshot like a fire Two adjectives to describe the noun, e.g. The scary, old woman... Squirrels have long, bushy tails.	Consolidate Year 1 list Introduce: Commas to separate items in a list and in 3A sentences. Apostrophes to mark contracted forms in spelling, e.g. don't, can't. Apostrophes to mark singular possession, e.g. the cat's name.

	- Build Up (Later that day...) - Problem (To his amazement...) - Resolution (As soon as...) - Ending (Luckily, Fortunately) Ending should be a section rather than one final sentence, e.g. suggest how the main character is feeling in the final section. Non-Fiction Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid. Introduction: Heading Hook to engage reader Factual statement/ definition Opening question Middle section(s) Group related ideas/ facts into sections.	Secure use of compound sentences (coordination) using Year 1 conjunctions plus: - or Complex sentences (subordination) using subordinating conjunctions using because plus when, where, if, that. Vary openers to sentences using where openers, e.g. At the end of the pier, a lonely lighthouse faced the incoming storm. and when openers, e.g. After the stroke of midnight, Heather shouldered her bag and headed for home. Expanded noun phrases, e.g. lots of people, plenty of food. List of 3 for description, e.g. He wore old shoes, a dark cloak and a red hat.	Adverbs for description, e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information, e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Adverbs for time. Generalisers for information, e.g. Most dogs... Some cats... Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.	
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	Subheadings to introduce sentences/ sections. Use of lists - what is needed/ lists of steps to be taken. Bullet points for facts. Diagrams. Ending Make final comment to reader. Extra Tips!/ Did you know? Facts/ True or false? The consistent use of present tense versus past tense throughout texts. Use of the continuous forms of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.	.		
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Key Vocabulary	
Year 2	Consolidate Year 1 vocabulary list. Introduce: Apostrophe (contractions and singular possession)

	Suffix Adverbs Statement Question Exclamation Command Tense (past, present and the progressive form) Noun phrases Generalisers
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Howden Junior School

Sequence of Learning: Writing Year 3



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 3	Consolidate Year 2 list Introduce: Fiction Secure use of planning tools: Story map/ story mountain/ story grids/ 'Boxing-up' grid (Refer to Story-Type grids) Paragraphs to organise ideas into each story part. Extended vocabulary to introduce 5 story parts: - Introduction - should include detailed description of settings or characters.	Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points, e.g. Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add details, e.g. Carefully, she crawled along the floor of the cave... Amazingly, small insects can...	Consolidate Year 2 list Introduce: Prepositions: Next to, by the side, in front of, during, through, throughout, because of. Powerful verbs, e.g. stare, tremble, slither. Boastful language, e.g. magnificent, unbelievable, exciting. More specific/ technical vocabulary to add detail, e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.	Consolidate Year 2 list Introduce: Secure use of inverted commas for direct speech. Use of commas to separate clauses and after fronted adverbials, e.g. Later that day, I heard the bad news.

	- Build Up - build in some suspense towards the problem. - Problem - include detail of actions/ dialogue. - Resolution - should link with the problem. - Ending - clear ending should link back to the start, show how the characters is feeling, how the character or situation has changed from the beginning. Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, Boxing-up' grid, story grids. Paragraphs to organise ideas around a theme.	Adverbial phrases used as a where, when or how starter (fronted adverbials), e.g. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat, behind the tree, in the air. Compound sentences (coordination) using Year 2 conjunctions plus: - For - Nor - Yet - So Develop complex sentences (subordination) with range of subordinating conjunctions. Drop in an embedded clause using who/which, e.g. The girl, who had long black hair, was called Freya.	Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes, e.g. auto... super... anti... Word Families based on common words, e.g. teacher - teach, beauty - beautiful Use of determiners a or an according to whether next word begins with a vowel, e.g. a rock, an open box Adverbs to show time, manner and place.	
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	Introduction Develop hook to introduce and tempt reader in, e.g. Who...? What...? Where...? Why...? When...? How...? Middle Section(s) Group related ideas/facts into paragraphs. Sub headings to introduce sections/ paragraphs. Topic sentences to introduce paragraphs. List of steps to be taken. Bullet points for facts. Flow diagram. Develop Ending Personal response. Extra information/ reminders, e.g. information boxes/Five Amazing Facts. Wow comment 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. Use of present perfect instead of simple past, e.g. He has left his hat behind	The Clifton suspension bridge, which was finished in 1864, is a popular tourist attraction. Sentence of 3 for description, e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. Pattern of 3 for persuasion, e.g. Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs, e.g. Dragons are found across the world. Rhetorical questions		
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	as opposed to He left his hat behind.	Dialogue - powerful speech verb, e.g. "Hello," she whispered.		
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Key Vocabulary	
Year 3	Consolidate Year 2 vocabulary list. Introduce: Word family Direct speech Inverted commas Prefix Consonant/vowel Clause Subordinate clause Adverbial Fronted adverbial Imperative Rhetorical Question



Howden Junior School

Sequence of Learning: Writing Year 4



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 4	Consolidate Year 3 list Introduce: Secure use of planning tools: Story map/ story mountain/ story grids/ 'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description/ action Paragraphs: To organise each part of story to indicate a change in place or jump in time. Build in suspense writing to introduce the problem. Developed 5 parts to story.	Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms. Short sentences to move events on quickly, e.g. It was midnight. It's great fun. Empty sentences to engage the reader and build tension, e.g. Was there someone watching him? Adjective starters, e.g. Dreadful pictures were hung on every wall.	Consolidate Year 3 list Introduce: Prepositions: at, underneath, since, towards, beneath, beyond. Comparative and superlative adjectives, e.g. small... smaller... smallest, good... better... best... Proper nouns - refers to a particular person or thing, e.g. Monday, Jessica, October, England. The grammatical difference between plural and possessive -s.	Consolidate Year 3 list Introduce: Full punctuation for direct speech: Each new speaker on a new line, comma between direct speech and reporting clause, e.g. "It's late!" gasped Cinderella. Apostrophes to mark singular and plural possession, e.g. The girl's name, the boys' boots) as opposed to s to mark a plural. Colon before a list, e.g. For the camping trip, several items were required: a tent, a sleeping bag and a pillow

	- Introduction - Build up - Problem - Resolution - Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Introduce: Secure use of planning tools: Text map/ washing line, 'Boxing-up' grid. Paragraphs to organise ideas around a theme. Logical organisation. Group related paragraphs. Develop use of a topic sentence. Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams.	Start with a simile, e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. - 'ing' and - 'ed' clauses as starters, e.g Charging into the room, Timothy hoped for a miracle. Frightened, Tom ran straight home to avoid being caught. + ing to speech (+ing), e.g. 'Is it mine?' she asked, peering into the bag. Repetition to persuade, e.g. Find us to find the fun. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.	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.	
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	Introduction Middle Section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader. Appropriate choice of pronoun or noun across sentences to aid cohesion.			
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Key Vocabulary	
Year 4	Consolidate Year 3 vocabulary list. Introduce: Pronoun Possessive pronoun Comparative and superlative adjectives Empty words Apostrophe - plural possession Colon



Howden Junior School

Sequence of Learning: Writing Year 5



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 5	Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain/grids/flow diagrams (Refer to Story Types grids). Plan opening using: Description/ action/ dialogue Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.	Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Expanded -ed clauses as starters, e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases, e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.	Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Developed use of technical language. Converting nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify. Verb prefixes, e.g. dis-, de-, mis-, over- and re-.	Consolidate Year 4 list Introduce: Use of the semi-colon, colon and dash to indicate to indicate a stronger subdivision of a sentence than a comma. Use of semi-colons within list. Brackets/ dashes/ commas for parenthesis. Use of commas to clarify meaning or avoid ambiguity.

	Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks. - Introduction - should include action/ description, character or setting/ dialogue. - Build Up - develop suspense techniques. - Problem - may be more than one problem to be resolved. - Resolution - clear links with problem. - Ending - character could reflect on events, any changes or lessons, look forward to the future, ask a question. Non-Fiction Introduce:	Throughout the night, the wind howled like an injured creature. Semi-colon and colon to indicate a stronger subdivision than a comma, e.g. Desperately, the hiker scabbled around in the copse to find some shelter; the sun was riding high and soon his skin would begin to blister. Description: Detail, e.g. The door was destroyed: it hung loosely off its hinges. Some; others sentence, e.g. Some people love carrot cake; others loathe eating vegetables in a dessert. Outside; inside sentence, e.g. Outside, she maintained an air of courage; inside, she trembled with fear. TimING sentence, e.g. After hesitating briefly, they		
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	Independent planning across all genres and application. Secure use of range of layouts suitable to text. Secure use of paragraphs: Use a variety of ways to open texts, draw reader in and make the purpose clear. Link ideas within and across paragraphs using a full range of conjunctions and signposts. Use rhetorical questions to draw reader in. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	strode triumphant into the stadium. 'With its' sentence starter, e.g. With its dark towers and looming shadows, the abbey cut an ominous figure on the skyline. Sentence reshaping techniques, e.g. lengthening or shortening sentences for meaning and/ or effect. Indicating degrees of possibility using modal verbs, e.g. might, should, will, must, or adverbs, e.g. perhaps, surely.		
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Key Vocabulary

Year 5

Consolidate Year 4 list

Introduce:

Relative clause/pronoun

Modal verb

Parenthesis

Bracket

Dash

Semi-colon

Cohesion

Ambiguity

Metaphor

Personification

Onomatopœia



Howden Junior School

Sequence of Learning: Writing Year 6



Knowledge and Skills				
	Text Structure	Sentence Construction	Word Structure	Punctuation
Year 6	Consolidate Year 5 list Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/ forwards, time slips. Start story at any point of the 5 part structure. Maintain plot consistently working from plan. Paragraphs - Secure use of linking ideas within and across paragraphs. Secure development of characterisation. Non-Fiction	Consolidate Year 5 list Introduce: Active and passive verbs to create effect and to affect presentation of information, e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. Developed use of rhetorical questions for persuasion. Expanded noun phrases to convey complicated	Consolidate Year 5 list Build in literary features to create effects, e.g. alliteration, onomatopoeia, similes, metaphors. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. said versus reported, alleged or claimed in formal speech or writing. How words are related as synonyms and antonyms, e.g. big/large/little.	Consolidate Year 5 list Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity, e.g. man eating shark versus man-eating shark or recover versus re-cover. Use of ellipsis.

	Secure planning across non-fiction genres and application. Use a variety of text layouts appropriate to purpose. Use a range of techniques to involve the reader - comments, questions, observations, rhetorical questions. Express balanced coverage of a topic. Use different techniques to conclude texts. Use appropriate formal and informal styles of writing. Choose or create publishing format to enhance text type and engage the reader.	information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant that it was the end of sports day). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>. The more, the more sentences, e.g. The more she thought about it, the more she dreaded it. Having verb sentences, e.g. Having seen the size of the waves, he was anxious about entering the water.		
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	Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion, (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, as a consequence) and elision. Layout devices such as headings, sub-headings, columns, bullets or tables to structure texts.	3 dash sentences, e.g. Hunger, greed or loneliness - which would kill him first? Imagine 3 examples sentences, e.g. Imagine a place where there are no wars, where the air is clean and where the sun always shines: this was such a place.		
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Key Vocabulary	
Year 6	Consolidate Year 5 list Introduce: Active and passive voice Subject and object Synonym and antonym Bullet point Hyphen Ellipsis

Howden C of E Infant and Junior School Sentence Type Progression		R	1	2	3	4	5	6
Simple (SS)	Rachel bit the golden apple.							
Compound (CO)	Joe put on the mask and stepped onto the stage.							
3 Adjectives (3A)	The air was cool, musty and damp.							
3 Verbs (3V)	Owen caught the ball, dodged the defender and scored a try.							
Where Opener (WO)	At the end of the pier, a lonely lighthouse faced the incoming storm.							
When Opener (WO)	After the stroke of midnight, Heather shouldered her bag and headed for home.							
Fronted Adverbial (FA)	Gingerly, Paul stepped forward on his injured leg.							
Short Sentence (SS)	She stopped.							
Embedded Clause (EC/SLS)	The elephant, who had a fear of heights, refused to climb the ladder.							
Complex (CX)	Because she believed in herself, Imogen knew she could achieve anything she put her mind to.							
Verb Opener (VO)	Charging into the room, Timothy hoped for a miracle.							
Empty Sentence (ES?)	Was there someone watching him?							
+ing to speech (+ing)	'Is it mine?' she asked, peering into the bag.							
Adjective Starter (AS)	Dreadful pictures hung on every wall.							
Colon in a list (:)	For the camping trip, several items were required: a tent, a sleeping bag and a pillow.							
Some; others (:)	Some people love carrot cake; others loathe eating vegetables in a desert.							
Semi-colon (;)	Desperately, the hiker scrambled around in the copse to find some shelter; the sun was riding high and soon his skin would begin to blister.							
Timing	After hesitating briefly, they strode triumphant into the stadium.							
With its (wI)	With its dark towers and looming shadows, the abbey cut an ominous figure on the skyline.							
Outside; inside (OI)	Outside, she maintained an air of courage; inside, she trembled with fear.							
Description: detail (DeDe)	The door was destroyed: it hung loosely off its hinges.							
The more, the more (TMTM)	The more she thought about it, the more she dreaded it.							
Having Verb (HV)	Having seen the size of the waves, he was anxious about entering the water.							
3 dash (3-)	Hunger, greed or loneliness - which would kill him first?							
Imagine 3 examples (IE)	Imagine a place where there are no wars, where the air is clean and where the sun always shines: this was such a place.							

Overview of SPaG Content (Statutory requirements as stated in Appendix 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	letter capital letter	word singular plural	sentence full stop simple prefixes and suffixes	question mark exclamation mark	nouns	Revise Year 1 content
Year 2	Recap Year 1 content noun noun phrase	statement question exclamation command	adjective verb adverb using suffixes	past-present tense progressive form subordination coordination	apostrophe comma	Revise Year 2 content
Year 3	Recap Year 2 content vowel consonant	conjunction preposition adverbs	clause subordinate clause	fronted adverbials direct speech inverted commas	word families prefixes present perfect	Revise Year 3 content
Year 4	Recap Year 3 content	pronoun possessive pronoun	plurals/ apostrophes	determiners	colon in a list	Revise Year 4 content
Year 5	Recap Year 4 content	modal verb adverbs of possibility	relative clause relative pronoun	verb prefixes bracket dash	semi-colon colon	Revise Year 5 content
Year 6	Recap Year 5 content	subject/object synonyms antonyms	ellipsis, hyphen, bullet points	active/passive formal/informal subjunctive form	Recap all KS2 content ahead of SATs	Revise Year 6 content

SMSC in English	
Spiritual	Social
Children: Demonstrate they are reflecting on experiences and learning from reflection. Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. Respect others e.g. feedback from peers or teacher. Accommodate difference and enable others to succeed. Ask questions, offer ideas and make connections. Display creativity and imagination, e.g. through their written work. Develop empathy towards characters - both real and fictional. Explore a range of different literature, including story and poetry, which explores human experience and response to life and death. Use stillness and imagination in drama and other activities to develop inner awareness. Express feelings and emotions through verbal and written communication knowing that words can influence feelings.	Children: Work well co-operatively. Take part in corporate experiences, e.g. World Book Day, Bedtime Story day. Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. Participate within school and events in the wider community. Demonstrate leadership skills in collaborative tasks. Participate in discussions of right and wrong - moral issues visualised in children's literature. Develop skills of listening and forming evaluative judgements in discussion. Take part in circle time discussion of behaviour and relationships of different characters - both real and fictional. Use drama/role-play to explore characters and plot within different genres. Learn to listen and talk to each other constructively to move each other's learning on.
Moral	Cultural
Children: Show an interest in investigating and offering reasoned views about moral and ethical issues.	Children: Extend knowledge and use of cultural language and imagery.

Develop circle time skills in speaking and listening. Enhance their social interaction through play. Become aware they are writing and communicating with an audience. Group drama work, reading and discussion of social issues in literature. Stories to create awareness of a variety of life experiences. Recognise the unique value of each individual, e.g. agree to disagree when looking at some non-fiction units, i.e. persuasion. Listen and respond appropriately to the views of others in discussions. Make informed and independent judgements when looking at different texts/genres. Explore the way different genders are portrayed in literature.	Provide opportunities to explore different cultures, e.g. through the curriculum - life in Chembakolli etc. Listen to stories and poetry from other cultures. Awareness of issues such as stereotyping and equal opportunities in literature. Understand how language can be used to empower or oppress people.
British Values	
Children: Develop a growing understanding of, and respect for, language and meanings in different cultures in line with British values. Have the opportunity to read books with themes covering tolerance, mutual respect and democracy. Will learn and recite poetry from other cultures, including classic British poetry. Explore the meaning of concepts such as liberty, democracy and tolerance through discussion and debate. Can have the freedom of choice over how they record their learning.	