



Little Aston Primary Academy Whole School Writing Progression

EYFS - Y6

EYFS Sparkletots	Autumn 1 Marvelous me * All about me (pets, family etc) * My home * In the past * People who help	Autumn 2 C1 Once upon a time/author focus - Nick Butterworth and other authors. C2 Once upon a time/ author focus - Julia Donaldson and other authors C3 Once upon a time/ author focus - Fairytales and other authors	Spring 1 C1 Where in the World C2 Our Planet C3 In the Jungle	Spring 2 C1 In the Garden C2 In the Jungle C3 Pondlife	Summer 1 C1 On the Farm C2 Dinosaur Dig C3 People who help us	Summer 2 C1 Treasure Box / pirates C2 Summer Fun C2 Under the Sea
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Make a Mark/ Writing - Sparkletots

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Development Matters, 2021)




CONTINUOUS PROVISION	POSSIBLE LEARNING OPPORTUNITIES	ADULT TEACHING/ SUPPORT	LANGUAGE DEVELOPMENT
Books to showcase/model different types of writing. Language rich environment Examples of print Roleplay with mark making/writing opportunities Thick and thin pencils, pens etc. Plain paper Wide lined paper, thinner lined paper/ Card Envelopes Early mark making patterns Soundboards/HFW boards Letter formation boards Clipboards Key words Name cards Letter tracing Dough Disco - basic moves. Letter tiles - alphabet letters - lowercase and uppercase Digital forms Writing on different textures	Independent mark making Give meaning to marks which they make. Applying phonological knowledge Developing correct sitting position, pencil grip and early letter formation skills. Writing for a purpose/ in a role. Learning to spell familiar/ key words i.e. name, name of family members etc. Creating different types of writing - books, cards, letters, invitations, stories, etc Practising early writing and drawing skills. Making decision about what to write and the resources needed. Exploring different ways of making marks and patterns.	What are you writing? Can you read it back to me? We should make a label for that... How do you spell? What letters do you need? Model different types of writing. Support writing skills. Celebrate writing. Create a purpose/ meaningful experience. Talk, develop vocabulary and encourage effective communication which underpins writing. Model writing.	marks message meaning letter sound lowercase uppercase purpose formation grip up down round back trace follow

Sparkletots Pre-School - Make a Mark/Writing - Learning Overview:

Key Skills Applying knowledge of print, write own name, letter formation, initial sound identification, oral segmenting.

key learning points.

BASELINE	Beginner Skills	Developing Skills	Advanced Skills	End of year pre-school goals.
<p>Mark Making / Writing baseline</p> <p>Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>Tune into sounds during listening games.</p> <p>I can show awareness of alliteration e.g. the ssssliperry ssssnake.</p> <p>Add marks to pictures giving meaning to them.</p> <p>Add marks to show my name.</p>	<p>Letter formation: Gross motor skills in making large marks e.g. playground chalk, water painting etc. (Early handwriting patterns)</p> <p>Large-muscle coordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc.</p> <p>Plan for small muscle coordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing.</p> <p>Dough disco - basic moves</p> <p>Start to introduce directional language ('up', 'down', 'round', 'back', etc) and trace/make marks that use the directions.</p>	<p>Fine motor control when using tools e.g. scissors, threading, etc.</p> <p>Large-muscle coordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc.</p> <p>Plan for small muscle coordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing.</p> <p>Dough disco - basic moves</p> <p>Make marks that use the directions -'up', 'down', 'round', 'back', etc). (Early handwriting patterns).</p> <p>Learn and trace letter formation stories (a-apple, tower t).</p>	<p>Write some letters with good formation e.g. the letters from my name.</p> <p>Continuation of large muscle and small muscle coordination activities.</p> <p>Dough disco - basic moves</p>	<p>Writing: Write some familiar letters accurately.</p> <p>Orally segment words with single sounds and identify the initial sound in words.</p> <p>Apply some print knowledge to writing including writing own name</p>
	<p>Spelling: Tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting.</p> <p>Enjoy and spot rhymes. Count and clap syllables in words.</p>	<p>Segment words in the order in which they occur (with support).</p> <p>Change the initial sound to make new words e.g. at- hat, cat, mat, sat.</p>	<p>Orally segment single sound CVC words e.g. c-a-t.</p> <p>Say the initial sounds in most words.</p>	
	<p>Composition: Understand that print has a meaning and can have different purposes.</p> <p>Encourage secret message writing (emergent/symbol - assigning meanings to marks).</p> <p>Apply some print knowledge to writing e.g. m for mummy. Write the first letter of my name Write in a role or for a purpose.</p>	<p>Use a wider print knowledge for writing.</p> <p>Write some of my name e.g. first two letters.</p> <p>Write in a role or for a purpose.</p>	<p>Apply print knowledge to my emergent writing.</p> <p>Write my own name</p> <p>Write in a role or for a purpose.</p>	

EYFS /Reception	Autumn 1 Marvelous me * All about me (pets, family etc) * My home * In the past * People who help	Autumn 2 C1 Once upon a time/author focus - Nick Butterworth and other authors. C2 Once upon a time/ author focus - Julia Donaldson and other authors C3 Once upon a time/ author focus - Fairytales and other authors	Spring 1 C1 Where in the World C2 Our Planet C3 In the Jungle	Spring 2 C1 In the Garden C2 In the Jungle C3 Pondlife	Summer 1 C1 On the Farm C2 Dinosaur Dig C3 People who help us	Summer 2 C1 Treasure Box / pirates C2 Summer Fun C2 Under the Sea
Sample Texts +Curriculum Linked texts						
Retention to support memorisation	Daily opportunities for independent / supported writing in continuous provision in different areas of learning to practise and embed new skills, in a range of genres. Daily phonics lessons using Phonics Bug scheme: Focus on blending, segmenting, grapheme recognition, formation, application of phonics to read and spell words and phrases. Daily opportunities to develop gross and fine motor skills.					
Vocabulary	Teacher's select key quality vocabulary from their class texts and focus on teaching this.					
Writing Skills progression	Gives meaning to the marks they make as they draw, paint and type using a keyboard or touch-screen technology Can hear the initial sounds in words and use clearly identifiable letters to write them. Uses their developing phonic knowledge to write things such as labels	Can hear initial and final sounds in the words and use clearly identifiable letters to write them. Uses their developing phonic knowledge to write things such as lists,	Segment the sounds in a word and uses clearly identifiable letters in sequence. Uses their developing phonic knowledge to write things such as captions, later progressing to simple sentences	Write phonetically plausible words. To say and write a simple sentence Uses their developing phonic knowledge to write things such as simple sentences	Write a simple sentence which can be read by themselves and others. Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Uses their developing phonic knowledge to write things such as a simple sentence	Write simple phrases and sentences which can be read by themselves and others. Re-read their sentences to check if it makes sense. Uses their developing phonic knowledge to write things such as simple sentences

Ongoing

- Use one-handed tools and equipment.
- Show a preference for dominant hand.
- Form lower case/ capital letters correctly.
- Ascribes meanings to signs, symbols and words that they make themselves.
- Includes mark making and early writing in their play.
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, and sometimes with words, in print and digital formats
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.

Early Learning Goal

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Make a Mark/ Writing - Reception

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Development Matters, 2021)

CONTINUOUS PROVISION	POSSIBLE LEARNING OPPORTUNITIES	ADULT TEACHING/ SUPPORT	LANGUAGE DEVELOPMENT
Books to showcase/model different types of writing. Language rich environment Examples of print Roleplay with mark making/writing opportunities Thick and thin pencils, pens etc. Plain paper Wide lined paper, thinner lined paper/ Card Envelopes Early mark making patterns Soundboards/HFW boards Letter formation boards Clipboards Key words Name cards Letter tracing Dough Disco - basic moves, moving to complex moves Letter tiles - alphabet letters - lowercase and uppercase Digital forms	Independent mark making Applying phonological knowledge Applying text feature knowledge and vocabulary Developing correct sitting position, pencil grip and letter formation Writing for a purpose Learning to spell key words Developing independent working and focus.	What are you writing? Can you read it back to me? We should make a label for that... How do you spell? What letters do you need? Model different types of writing. Support writing skills. Celebrate writing. Create a purpose/ meaningful experience. Talk, develop vocabulary and encourage effective communication which underpins writing.	marks message meaning grapheme phoneme letter word full stop finger space punctuation - ! , ... lowercase uppercase purpose formation lead-in grip Tripod vocabulary Talk for writing - practical experiences and time to talk before writing. Play opportunities - to develop vocabulary.

Reception - Writing - Learning Overview:

key learning points.

BASELINE (See Reception - On Entry Observation Checkpoints document)	Beginner Skills	Developing Skills	Advanced Skills	Writing ELG
Writing Draw a picture of themselves - how many features do the children include?	Reading for writing: Enjoy a range of different reading - to stimulate and enthuse writing.	Continue to enjoy a range of different reading - to stimulate and enthuse writing.	Continue to enjoy a range of different reading - to stimulate and enthuse writing.	Writing ELG Children at the expected level of development

<p>Writing name</p> <p>Orally segment single sound CVC words.</p> <p>Hear and say the initial sounds in most words.</p> <p>Writing letters on command</p> <p>Writing for a purpose independently i.e. letter home (to gauge writing level).</p> <p>Pencil grip</p> <p>Dominant hand</p> <p>Fine motor control level</p> <p>Gross motor control level</p> <p>Vocabulary level</p> <p>Ability to retell stories/recall facts (link to reading ability)</p>	<p>Vocabulary: Learn new words that can be used in writing.</p>	Continue to learn new words that can be used in writing and begin to use them independently.	Continue to learn new words that can be used in writing and use them independently.	<p>will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
	<p>Purpose of writing: Understand that print has meaning.</p> <p>Create marks with meaning (secret messages).</p> <p>Learn how letters are used to make words and hold meaning - moving away from secret messages..</p>			
	<p>Name: Begin to write name - some/all.</p>	Write name - first name and surname.		
	<p>Stories: Talk and draw stories - making marks to caption the story.</p>	Talk and draw stories - writing words or simple phrases/sentences to tell the story.	Talk and draw stories - writing sentences to tell the story.	
	<p>Writing in role: Write in a role or for a purpose.</p>	Write in a role or for a purpose.	Write in a role or for a purpose.	
	<p>Phonemes and spelling: Identify the initial sounds in words.</p> <p>Link sounds to graphemes. (phase 2/early phase 3)</p> <p>Write phase 2 letters and sounds.</p> <p>Begin to segment CVC words.</p> <p>Begin to write CVC words and labels (phase 2/early phase 3).</p>	<p>Link sounds to graphemes. (phase 2/ phase 3)</p> <p>Write phase 2 and 3 letters and sounds.</p> <p>Segment and blend CVC words (phase 2 and 3) with confidence and begin to look at words with two syllables i.e. chicken, rabbit.</p> <p>Write CVC words and labels (phase 2 and 3).</p>	<p>Continue to segment and blend CVC words with confidence and attempt longer words with two syllables i.e. chicken, rabbit.</p> <p>Continue to link sounds to graphemes - including digraphs from phase 2 and phase 3.</p> <p>Begin to look at consonant blends from phase 4.</p>	
	<p>Words and sentences: With support /begin to write simple CVC words or phrases by writing down the sounds that can be heard. (with or without a soundboard, some sounds may sometimes be omitted).</p>	Write simple words and begin to attempt simple sentences, by segmenting and blending words.	Write short sentences using a capital letter, finger spaces and full stop.	
			Check that writing makes sense.	

	<p>Say a simple sentence for writing (oral and count words).</p> <p>Begin to read back writing/ give meaning to marks.</p>	<p>Begin to think about sentence rules - capital letter, full stop, finger space and make sense.</p> <p>Read back own writing.</p>	<p>Read back my own sentences..</p> <p>Make changes/amendments where needed.</p>	
	<p>HFV: Learn how to spell simple key words / or find from a word board/wall and spell them correctly in writing - I the no go into am.</p>	<p>Learn and remember how to spell key words (high frequency words) and begin to spell them correctly in writing - from phases 2 and 3.</p>	<p>Spell some keywords correctly in writing - from phases 2 and 3.</p>	
	<p>Writing structures:</p> <p>Write simple labels.</p> <p>Begin to write simple captions.</p> <p>Attempt to write a range of genres- labels, plans, lists, books, posters, tickets, stories, cards, invitation etc</p>	<p>Write captions.</p> <p>Write short sentences.</p> <p>Attempt to write a range of genres- labels, plans, lists, books, posters, tickets, stories, cards, invitation etc</p>	<p>Write simple sentences.</p> <p>Attempt to write a range of genres- labels, plans, lists, books, posters, tickets, stories, cards, invitation etc</p>	
	<p>Tools for writing: Use a range of forms for mark making - sensory, paper-pen/pencil, digital etc.</p>	<p>Use a range of forms for mark making - sensory, paper-pen/pencil, digital etc.</p>	<p>Use a range of forms for mark making - sensory, paper-pen/pencil, digital etc.</p>	
	<p>Formations:</p> <p>Support fine motor control development needed for writing - dough disco, early handwriting patterns, fine motor activities, squiggle whilst you wriggle, focusing on pencil control and grip.</p> <p>Begin to copy shapes, patterns and trace letters.</p> <p>Attempt to copy /form some letters from memory - lowercase phase 2/early phase 3 graphemes.</p> <p>Know that my name and familiar names need to start with a capital letter.</p>	<p>Continue to support fine motor control development needed for writing - dough disco, early handwriting patterns, fine motor activities, squiggle whilst you wriggle, focusing on pencil control and tripod grip.</p> <p>Form most lowercase letters correctly.</p> <p>Begin to learn how to write uppercase letters.</p>	<p>Develop a comfortable tripod pencil grip.</p> <p>Form most letters from phase 2/early phase 3 using the correct formations and good pencil control.</p> <p>Write capital letters correctly.</p> <p>Ensure my writing can be read by others - clear presentation, spacing etc.</p>	

	<p>Gross motor:</p> <p>Support gross motor development needed for effective writing - digging, shoulder and torso activities, climbing etc.</p>	<p>Continue to support gross motor development needed for effective writing - digging, shoulder and torso activities, climbing etc.</p>		
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READINESS FOR YEAR ONE:

- Hold pencils, pens and other marking-making tools appropriately so that they can make marks in an increasingly controlled way.
- Write simple sentences that can be read by others (including the use of some finger spaces)
- Start to develop an understanding of capital letters and full stops
- Begin to use digraphs when spelling
- Begin to spell some tricky words accurately

YEAR 1						
Curriculum Links	Term 1 Science Animals inc humans / senses Classifying animals C1 His/Geo Florence Nightingale /Great Fire of London C2 His/Geo Kings and Queens	Term 2 Science Materials - Identifying and comparing C1 His/Geo Our Wonderful World C2 His/Geo Significant explorers	Term 3 Science Seasons and plants C1 His/Geo Our Local Area / UK C2 His/Geo Then and Now travel and Transport			
TEXT Author Links:	Billy and the Beast by Nadia Shireen Nadia Shireen link to Year 3 WCR Grimwood	I want my hat back by Jon Klassen,	Cave Baby by Julia Donaldson Julia Donaldson EYFS author focus	Beeju by Alexis Deacon	Odd egg by Emily Gravet	The Sea Saw Tom
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS Skills and knowledge	Revise and secure Reception GPS skills GPS Nouns /Verbs Beginning to understand features of sentence through subject and verbs	Simple sentences	Adjectives Proper nouns (embedding simple sentences)	Compound sentence with pronoun and personal pronouns	Proper nouns and questions	Embedding year 1 knowledge of compound and pronoun. Question marks
DEFINITION / STEM SENTENCES Adapt STEM sentence to link to text	Noun A noun names a person, place, or object. In a sentence we also call this the subject (who or what the sentence is about). Precise nouns create a picture in the reader's head. STEM I know that rabbit is a noun. Rabbit is the name of an animal and a noun names an animal. Verb Verbs are action words in a sentence that describe what the subject/person/animal or object is doing. STEM I know that splashed is a verb. Splashed describes what Billy was doing. Past tense The past tense is used to talk about something that has already happened. Billy jumped in the puddles. STEM I know this sentence is in the past tense because Billy jumped (ed is added to regular verbs in the past).	Simple Sentence A simple sentence is a sentence that is made up of a capital letter or upper case letter, a subject (noun), a verb and it finishes with a full stop. The bear lost his hat. STEM: I know that this is a correct simple sentence. It has a capital letter at the beginning, a subject (name the subject), a verb (name the verb) and a full stop at the end.	Adjective An adjective is a word that describes the noun. They help to create a picture in the reader's head. The Yeti and the bird sang sad songs. STEM I know that sad is an adjective. sad describes the noun songs.	Compound Sentence (and) A compound sentence is a sentence that is made up of two simple sentences. The two main clauses which have a subject and a verb are joined together using the co-ordinating conjunction and. It has a full stop at the end. NO COMMA BEFORE THE AND The mammoth picks him up CL subject verb and he takes him back to his c-c subject verb cave. Full stop Make sure both clauses have a subject (two simple sentences joined) Emma looked up at the night sky and she saw stars twinkling. STEM: This is a correctly structured compound sentence.	Proper Noun A proper noun is a special name for a person, place, the days of the week and the months of the year. Proper nouns start with a capital letter. Iggy went to London. STEM I know that London is a proper noun. London is a special name for a place and it starts with a capital letter.	Question A question is used to ask something. It must end with a question mark? Not a full stop. Where did the girl lose her bear? STEM I know that this is a question. It asks the reader where the bear was lost and it ends with a question mark.

	<p>Present Tense The present tense is used to talk about something that is happening now. Billy jumps in the puddles. STEM I know this sentence is in the present tense because Billy is doing it NOW.</p>			<p>It has a capital letter, a subject (Emma), a verb (looked), a co-ordinating conjunction (and) a subject (she), a verb (saw) and a full stop.</p> <p>Pronoun A pronoun is a short word that replaces a noun/subject. Beegu didn't like being alone. She needed to find some friends. STEM: I know she is a pronoun as it replaces the name Beegu.</p>		
National Curriculum	<ul style="list-style-type: none"> • Regular noun plural suffixes: Spelling rule for adding -s and -es as the plural marker for nouns eg. dog/dogs, wish / wishes and the third person singular marker for verbs. • Words combine to make sentences. • Finger spaces: Separation of words with spaces. • Write simple dictated sentences including words using the GPCs and common exception words taught so far. • Use capital letters for names of people, places and days of the week. • Beginning to punctuate sentences using a capital letter and a full stop. 	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form a short narrative.</p> <p>Punctuate sentences using a capital letter and a full stop.</p>	<p>Prefix un- changes the meaning of verbs/ adjectives eg. unkind, undoing, untie</p> <p>Joining words and joining clauses using 'and'</p> <p>Use capital letters for the pronoun I</p>	<p>Punctuate sentences using a capital letter, full stop, ? or !</p> <p>Suffixes added to verbs where no change is needed to the root word eg. helping, helped, helper</p>		
Retention	<ul style="list-style-type: none"> • Daily Sentence Not Sentence sessions focus on the retention of previously taught skills to support memorisation. • Use STEM sentences for each grammar component to ensure consistency. • Re-read what they have written to check if it makes sense and to support memorisation. • Children articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language. 					
Vocabulary	Teachers select key quality vocabulary from their class texts and focus on teaching this.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<p>Labels - label nouns in a scene from the story. Postcard - Explore verbs to describe actions List Writing (Nouns and Verbs)</p>	Simple instructions	Recount diary entry trip / memorable activity	Setting Description	Non Chronological Report - Birds	Character Description
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes						
To listen and respond appropriately to adults and peers			To listen to adults and peers and take turns to respond			
To ask relevant questions to extend their understanding/knowledge			I understand that I can ask questions to help me to understand			

YEAR 2						
Curriculum Links	TERM 1 Science Materials Properties / changing shape C1 His/Geo Florence Nightingale / Great Fire of London C2 His/Geo Kings and Queens		Term 2 Science Feeding and exercise / Growing plants C1 His/Geo Our Wonderful World C2 His/Geo Significant explorers		Term 3 Science Living things and Habitats C1 His/Geo Our Local Area / UK C2 His/Geo Then and Now travel and Transport	
Text Author links:	Goldilocks and the Three Bears by Lauren Childe Me and You by Anthony Browne Goldilocks and Just the One Bear by Leigh Hodgkinson	Jim and the Beanstalk Raymond Briggs Raymond Briggs - Whole School Write link the Snowman	The Great Fire of London by Emma Asams and James Weston Lewis	Minpins by Roald Dahl Roald Dahl Y3 BFG	The Dragon Machine by Helen Ward Helen Ward Y4 Varmints	We are water protectors by Carole Lindstrom
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS knowledge and skills	<p>Revisit Y1 skills Secure compound sentences</p> <p>Verb tense Regular / irregular Verb to be Past progressive tense uses was and were then a verb with an ing suffix. Present progressive uses am, is and are then a verb with an ing suffix</p> <p>Expanded noun phrases</p>	Compound sentences using coordinating conjunctions but and or (revisiting and)	<p>Subordinating conjunctions because, when, if to extend sentences</p> <p>A simple sentence can be stretched with 'because' to give a reason to the first idea.</p> <p>A simple sentence can be stretched with 'when' to give a time frame to the first idea.</p> <p>A simple sentence can be stretched with 'if' to give conditions to the first idea.</p>	<p>Sentence types command, statement, exclamation, question (Revisiting question marks)</p> <p>Commas for a list</p> <p>Command sentences</p>	Apostrophes for contractions	Embed learning from Y2
<p>DEFINITION / STEM SENTENCES</p> <p>Adapt STEM sentence to link to text</p>	<p>Regular and Irregular past tense Regular past tense verbs end in ed. Irregular verbs do not. Tense - Verb to be. The verb to be is an irregular verb. In the past tense we use was and were. In the present tense we use is, am and are. Past progressive tense Past progressive tense uses the past</p>	<p>A simple sentence is made up of a main clause. A main clause is a group of words that contains a subject and a verb which makes complete sense on its own.</p> <p>A main clause can form a complete simple sentence on its own.</p> <p>Compound Sentence A compound sentence is a sentence that is made up of two simple sentences.</p>	<p>Subordinate Conjunctions (when, if, because)</p> <p>The subordinating conjunction if is used to tell us that something will happen if something else happens Example: <i>You can go outside to play if it doesn't rain.</i> STEM This sentence uses the subordinating conjunction if correctly. It tells the reader</p>	<p>A question is used to ask something. It must end with a question mark? Not a full stop. <i>What time is it?</i> STEM I know that this is a question. It asks the reader what the time is and it ends with a question mark.</p> <p>Exclamation sentence An exclamation sentence is forceful and it shows high levels of feelings such as a anger, surprise, happiness and love. It ends with an exclamation mark (!). To show surprise, it can start with how or what.</p> <p>STEM: Command sentence</p>	Apostrophes are used to show that you have omitted (left out) some letters when you are joining words together. For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters.	

	<p>tense <u>but</u> the action still goes</p> <p>STEM I know that this is the past progressive tense. It uses the past tense (was) but the action still goes on. It uses a verb with an ing suffix.</p> <p>Present progressive Present progressive uses the present tense <u>but</u> the action still goes on.</p> <p>Present progressive uses am, is and are then a verb with an ing suffix</p> <p>STEM I know that this is the present progressive tense. It uses the present tense (am) but the action still goes on. It uses a verb with an ing suffix.</p> <p>Expanded Noun Phrases before and after the noun Expanded noun phrases are one or two precise adjectives that are added to a noun to add detail to writing. When two adjectives are used, a comma is used to separate them.</p> <p>STEM the young, mischievous fox I know that this is a correctly structured expanded noun phrase. It has two precise adjectives before the noun fox and they are separated by a comma. There is no verb.</p>	<p>The two main clauses which have a subject and a verb are joined together using the co-ordinating conjunction. It has a full stop at the end.</p> <p>STEM Emma looked up at the night sky and she saw stars twinkling.</p> <p>STEM: This is a correctly structured compound sentence. It has a capital letter, a subject (Emma), a verb (looked), a co-ordinating conjunction (and) a subject (she), a verb (saw) and a full stop.</p> <p>Using and The co-ordinating conjunction and gives more information about the first part of the sentence.</p> <p>Using or The co-ordinating conjunction or gives the reader a choice of the first part of the sentence or the second part of the sentence.</p> <p>Using but The co-ordinating conjunction but is used offer a contrast or an opposite.</p>	<p>play will happen if it doesn't rain.</p> <p>The subordinating conjunction when is used to show time. Example: <i>I will play football when I finish my maths.</i></p> <p>STEM This sentence uses the subordinating conjunction when correctly. It tells the reader when football will be played.</p> <p>The subordinate conjunction because is used to show cause and effect. It tells us why or gives us a reason why. Example: <i>I put my coat on because it was cold.</i></p> <p>STEM This sentence uses the subordinating conjunction because correctly. It gives a reason why the coat was out on.</p>	<p>A command sentence tells us to do something and it starts with an imperative verb or a bossy verb.</p> <p>STEM: Statement A Statement is a sentence that tells us a fact, idea or opinion. It tells us something. STEM:</p> <p>Commas (lists) Commas are used to separate items in a list. The last two items in a list must always have the word and in between them instead of a comma.</p> <p><i>My favourite colours are blue, green, pink and purple.</i></p> <p>STEM Commas are used correctly to separate items in a list in this sentence because there is a comma in between blue and green and an and in between the last two items (pink and purple).</p>	
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<p>National Curriculum</p>	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Write narratives about personal experiences and those of others (real and fictional) • Plan or out loud what they are going to write about writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence • Write about real events, poetry write for different purposes • make simple additions, revisions and corrections to their own writing • Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, 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 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
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Retention	<ul style="list-style-type: none"> • Daily Sentence Not Sentence sessions focus on the retention of previously taught skills to support memorisation. • Use STEM sentences for each grammar component to ensure consistency. • Re-read what they have written to check if it makes sense and to support memorisation. • Children articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language. 					
Vocabulary	Teachers select key quality vocabulary from their class texts and focus on teaching this.					
Writing Genre Outcomes	Character and setting Description.	Narrative: Write a new chapter for the story	Explanation Text- Link to The Great Fire of London	Create a New Mystery Story - alternative ending	Instructions - Dragon Machine	Poetry Link to theme of water
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes						
To listen and respond appropriately to adults and peers			To listen to and respond to adults and peers and begin to structure responses			
To ask relevant questions to extend their understanding and knowledge			I ask and I am encouraged to ask questions to clarify understanding			
To use relevant strategies to build vocabulary			Identify words that are unfamiliar to me and ask and discuss their meaning and linking new meanings to those already known.			
To use relevant strategies to build vocabulary			To use relevant strategies to build vocabulary Throughout each Grammar strand learners are given clear definitions for vocabulary and GPS skills and these are used in STEM sentences to aid retention. The teacher selects appropriate vocabulary that is necessary to understand a text or concept to build vocabulary through progressive activities.			
To articulate and justify answers, arguments and opinions			I give my answers through correct sentences. I can give an opinion, explain my understanding and give a reason why.			
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings			I can describe my immediate world and environment. I can talk about myself with detail and confidence. I can retell key stories and recount events clearly and in the correct sequence. I can explain clearly my understanding of what is read to me and I can key stories orally. I know that stories can have similar events. I can make links to other stories			
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			I can take turns and listen to others. I can say whether I agree with them or not and I can explain why. Can remain focused on a conversation when not directly involved and am able to recall the main points when questioned.			
The use of spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.			I can talk about my ideas and I can offer suggestions in response to a text or watching an experiment.			
To participate in discussions, presentations, performances, role play, improvisations and debates			I can take turns to speak in discussions and presentations and I listen to others. I take part in role play to understand characters and situations and I can take different roles in drama. I ask questions to explore how others felt about a character.			
To gain, maintain and monitor the interest of the listener(s)			I can speak with appropriate tone. I can organise my thoughts into sentences and I choose precise words to add detail.			
To consider and evaluate different viewpoints, attending to and building on the contributions of others			I can listen to the opinions of others and I understand these are just as important as my own.			
To select and use the appropriate register for effective communication			I am beginning to adapt my vocabulary and tone for my audience and I recognise how my language choices vary for different purposes.			

To speak audibly and fluently with an increasing command of standard English.

I can speak clearly when talking in different sized groups and in front of a large group and I can speak in grammatically correct sentences.

	YEAR 3					
Curriculum Links	TERM 1 Science Humans inc Animals Movement and Nutrition Forces and Magnet C1 His/Geo Prehistoric Britain C2 His/Geo Ancient Egypt		TERM 2 Science Rocks and Soils / Light and Shadows C1 His/Geo Romans / Volcanoes C2 His/Geo Rainforests		TERM 3 Science Plants Parts / What they need to grow C1 His/Geo AngloSaxons / The UK C2 His/Geo The Tudors / The UK	
Text Author Links	The First Drawing Mordicai Gerstein Mordicai Gerstein Y5 Between the Two Towers Stone Age Boy Satoshi Kitamura Non Fiction Egyptian Text	The Heart in a Bottle Oliver Jeffers Oliver Jeffers Y1 Lost and Found Whole School Write Here We Are	The BFG Roald Dahl Roald Dahl Y2 Minpins	Escape from Pompei Christina Balit The Kapok Tree Lynne Cherry	Flotsam David Wiesner	The Barnabas Project The Fan Brothers
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS knowledge and skills	<i>Year 2 recap of co-ordinating conjunctions and using subordinating conjunctions when, if and because to extend sentences</i> To use the co-ordinating conjunction 'so' to show a consequence	Fronted adverbials	Expanded noun phrases for additional detail Complex sentences	<i>Consolidation and application of Grammar skills taught - adverbs / prepositions / conjunctions - time, place, cause</i> Present perfect tense		<i>Consolidation and application of grammar skills taught</i> To use direct speech and to understand that direct speech can show character.
DEFINITION / STEM SENTENCES Adapt STEM sentence to link to text	Using so The co-ordinating conjunction so shows the consequence of an action or something that happened Complex Sentences <i>In year 2 the subordinating conjunction is used in the middle of the sentence only. In year 3, it is used at the beginning as well as in the middle. Recap using because, when and if to extend sentences first.</i> Definition The subordinating conjunction because is used	Fronted Adverbials An adverbial can be a word phrase or clause that tells the reader when, where and how something happens. A fronted adverbial can be a word, phrase or clause that tells the reader when, where and how something happens. It is at the start of a sentence and it has a comma to mark the boundary STEM	Expanded noun phrases are one or two precise adjectives that are added to a noun to add detail to writing. When two adjectives are used, a comma is used to separate them. STEM the nasty, cruel giants I know that this is a correctly structured expanded noun phrase. It has two precise adjectives before the noun giants and they are separated by a	The subordinating conjunction although tells us something surprising <i>The sun was shining although it was very cold.</i> The subordinating conjunction while tells us that something has happened at the same time as another event. <i>We saw the cave paintings on the wall while we were in the cave.</i> The subordinating conjunction as tells us something has happened at the same time as another event. <i>I saw something move as I looked into the darkness.</i> The subordinating conjunction after tell us that something has happened after another event <i>I rushed outside after I had woke up.</i>		Direct Speech Speech is the words that are spoken by a character. Inverted commas enclose the words that are spoken. The opening inverted commas come before the first word that is spoken by the character. The closing inverted commas come after the last word that is spoken by the character and the punctuation after it. When a different character speaks, you must start a new line. New line for a new speaker!

	<p>to show cause and effect. It tells us why or gives us a reason why. <i>Om lit the torch because it was dark in the cave.</i></p> <p>The subordinating conjunction if is used to tell us that something will happen if something else happens. <i>I look for signs of Om if I go anywhere.</i></p> <p>The subordinating conjunction when is used to show time. <i>My family did not believe me when I told them.</i></p> <p>Complex sentence Year 3 Definition A complex sentence has a main clause and a subordinate clause. The main clause makes sense on its own and the subordinating clause does not.</p> <p>When the subordinating conjunction starts a sentence, it sticks to the subordinating clause and a comma is used to separate the two clauses.</p> <p>The subordinating conjunction since tells us the time from when it started. <i>The boy was really happy since he met Om.</i></p>	<p>I know that this this sentences uses a fronted adverbial correctly because it has a word, phrase or clause that starts the sentence saying how, where or where. A comma marks the boundary.</p> <p>The type of fronted adverbial is the best choice for the purpose of the sentence because....</p>	<p>comma. There is no verb.</p> <p>Complex sentence Year 3 Definition A complex sentence has a main clause and a subordinate clause. The main clause makes sense on its own and the subordinating clause does not.</p> <p>When the subordinating conjunction starts a sentence, it sticks to the subordinating clause and a comma is used to separate the two clauses.</p> <p>The subordinating conjunction since tells us the time from when it started. <i>Sophie was really happy since she was rescued by the BFG.</i></p>	<p>The subordinating conjunction before tells us that an event has happened before something else <i>We had to collect hunt for reindeer before we could eat.</i></p> <p>The subordinating conjunction until tells us that something will not stop until something else happens. <i>I will not stop looking until I find my favourite teddy.</i></p>	<p>A reporting clause can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech. These words are not spoken by the character.</p> <p>When reporting clauses are at the end, they come after ?.! Or a , but there must be some punctuation before the closing speech marks.</p> <p>We use speech in our writing to show character and to move events forwards.</p> <p>Speech can be used to show how a character feels.</p>
<p>National Curriculum</p>	<p>Word: Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text: Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation: Introduction to inverted commas to punctuate direct speech</p> <p>Terminology: Preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>				
<p>Retention to support memorisation</p>	<p>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation</p> <p>STEM sentences for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.</p>				

Vocabulary	Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focuses on the teaching of this within a progressive learning journey.					
Writing Genre Outcome	Non-Chronological Report - Link to History	Writing a Dilemma Story	A new chapter build up of narrative. Setting / characters	Recount	Persuasive Writing: Conservation	Dialogue Between Barnabus and a Friend:
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes						
To listen and respond appropriately to adults and peers				To listen to others responses and adapt mine in response to them		
To ask relevant questions to extend their understanding and knowledge				To ask questions to ensure understanding and to gain further detail.		
To use relevant strategies to build vocabulary				To discuss the meaning of words identified and explain why a writer has chosen specific words and language.		
To use relevant strategies to build vocabulary				To use relevant strategies to build vocabulary Throughout each Grammar strand learners are given clear definitions for vocabulary and GPS skills and these are used in STEM sentences to aid retention. The teacher selects appropriate vocabulary that is necessary to understand a text or concept to build vocabulary through progressive activities.		
To articulate and justify answers, arguments and opinions				I give my answers, arguments and opinions through well- structured sentences. I can support these with a clear explanation and a justifiable reason.		
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings				I can articulate my feelings and point of view in discussions. I can organise what I want to say so it is clear. I can give descriptions, retell events and narratives with detail that engages the listener.		
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.				To listen to the responses of others and adapt in response to them. I can give answers to questions that are supported by justifiable reasons and can support my own ideas and opinions with explanation.		
The use of spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.				To develop ideas and adapt them by building on what others say. I use evidence to support ideas.		
To participate in discussions, presentations, performances, role play, improvisations and debates				I can prepare and present information to an audience. I give my opinions in discussions and I listen to the opinions of others. I use precise vocabulary to show feelings and emotions		
To gain, maintain and monitor the interest of the listener(s)				I can use language, tone for the purpose of the listener and my talks and presentations are for a purpose and use precise vocabulary and grammatical features for that purpose.		
To consider and evaluate different viewpoints, attending to and building on the contributions of others				To listen to the opinions of others and I adapt my own in response to them when building my own arguments and responses.		
To select and use the appropriate register for effective communication				I adapt my vocabulary and tone for my purpose and audience and my language choices are appropriate.		
To speak audibly and fluently with an increasing command of standard English.				I can speak in groups of different sizes and to a wider audience e.g in the whole school assembly. I can adapt speaking style to suit the audience.		


	YEAR 4					
Curriculum Links	TERM 1 Science Humans inc Animals Movement and Teeth and Digestion / Electricity C1 His/Geo Prehistoric Britain C2 His/Geo Ancient Egypt		TERM 2 Science Sound / Grouping living things C1 His/Geo Romans / Volcanoes C2 His/Geo Rainforests		TERM 3 Science Dangers to Living things / Changes of State C1 His/Geo AngloSaxons / Europe C2 His/Geo The Tudors / Europe	
Text Phillip Pullman Y6 Grimm Tales (Firework Maker's Daughter WCR)	Varmints by Helen Ward Helen Ward Y2 The Dragon Machine	The Mermaid of Zennor by Charles Causley	The Lion, the Witch and the Wardrobe CS Lewis	The Story of Tutankhamun Patricia Cleveland-Peck	The Iron Man Ted Hughes	Until I Met Dudley Roger McGough
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS knowledge and skills	Recap previous year group skills. Create cohesion through the use of nouns / pronouns. To use paragraphing effective with topic sentences that develop around a main point / organise ideas.	Using expanded noun phrases with modifying adjectives and prepositional phrases	To use direct speech to show character and to move events forward within a story To use paragraphing for narrative and non narrative with effective topic sentences that develop around a main point	To use paragraphing for narrative and non-narrative with effective topic sentences that develop around a main point To choose pronouns for clarity and cohesion and to avoid repetition	Application of the year 4 GPS skills taught Consistent use of present tense (Y2) Present perfect form of verbs (Y3) Headings and Subheadings (Y3) Noun phrases Paragraphs Adverbials	
DEFINITION / STEM SENTENCES Adapt STEM sentence to link to text	Prepositions Revisit adverbial phrase Year 3 - An adverbial can be a word phrase or clause that tells the reader when, where and how something happens. An adverbial phrase is a type of prepositional phrase. A preposition is a word that tells you where or when something is in relation to something else. The monkey was swinging under the branch. I went home after the party.	The determiner Year 4 introduce a determiner They introduce the noun and give the reader important information about it. There are two types of determiners - They introduce the noun and give the reader important information about it. Specific determiners refer to a specific noun when the reader knows exactly which noun you are referring to. An expanded noun phrase can be expanded after the noun using a prepositional phrase.	Direct Speech (Y3 and Y4) Speech is the words that are spoken by a character. Inverted commas enclose the words that are spoken. The opening inverted commas come before the first word that is spoken by the character. The closing inverted commas come after the last word that is spoken by the character and the punctuation after it. When a different character speaks, you must start a	Possessive pronouns are words used to indicate that something belongs to someone Paragraphs A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. New paragraphs are shown by an indent (where the text starts some way into the line) or by leaving a line blank. Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the	Use expanded noun phrases with modifying adjectives and prepositional phrases Expanded Noun Phrases before and after the noun. Revisit Year 2 Expanded noun phrases are one or two precise adjectives that are added to a noun to add detail to writing. When two adjectives are used, a comma is used to separate them. An expanded noun phrase can be expanded after the noun using a prepositional phrase. Possessive Pronouns (See Year 2 personal pronouns) Paragraphs A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. New paragraphs are shown by an indent (where the text starts some way into the line) or by leaving a line blank.	

	<p>The preposition under tells you where the monkey is. The preposition after tells you when. Prepositional phrases – A prepositional phrase is a phrase which begins with a preposition The prepositional phrase is under the branch. It tells us where the monkey was swinging. The prepositional phrase is after the party. It tells us when they went home.</p> <p>STEM I know that a preposition/prepositional phrase tells the reader when, where or how something happened. Use expanded noun phrases with modifying adjectives and prepositional phrases Expanded Noun Phrases before and after the noun. Revisit Year 2 Expanded noun phrases are one or two precise adjectives that are added to a noun to add detail to writing. When two adjectives are used, a comma is used to separate them.</p>	<p>Possessive Pronouns (See Year 2 personal pronouns)</p>	<p>new line. New line for a new speaker!</p> <p>A reporting clause can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech. These words are not spoken by the character.</p> <p>When reporting clauses are at the end, they come after ?! Or a , but there must be some punctuation before the closing speech marks. When the reporting clause is at the beginning of the sentence it is always followed by a comma.</p> <p>We use speech in our writing to show character and to move events forwards. Speech can be used to show how a character feels.</p>	<p>person, place, time or topic of the sentences has changed</p> <p>Topic sentences They are the first sentence of a paragraph that summarises the main idea of the paragraph</p>	<p>Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the person, place, time or topic of the sentences has changed</p>
<p>National Curriculum</p>	<p>Word: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text: Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p> <p>Terminology: determiner pronoun, possessive pronoun adverbial</p>				
<p>Retention to support memorisation</p>	<p>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.</p>				
<p>Vocabulary</p>	<p>Teacher’s select key/high quality vocabulary from the high quality class texts that are used and teaching focuses on the teaching of this within a progressive learning journey</p>				

Writing Genre Outcome	Non Chronological Report - What Plants Need to Survive.	Create Your Own Legend	Write an opening narrative for different version of The Lion, the witch and the wardrobe with a twist.	Write a clear and engaging biography of Howard Carter.	Write a short story or scene inspired by The Iron Man, creating a new iron creature and adventure.	Explanation Text
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes						
To listen and respond appropriately to adults and peers				To listen to others responses, adapt mine in response to them and participate in discussions		
To ask relevant questions to extend their understanding and knowledge				To ask relevant questions to extend their understanding and knowledge		
To use relevant strategies to build vocabulary				To discuss the meaning of words identified and explain why a writer has chosen specific words and language.		
To use relevant strategies to build vocabulary				To use relevant strategies to build vocabulary Throughout each Grammar strand learners are given clear definitions for vocabulary and GPS skills and these are used in STEM sentences to aid retention. The teacher selects appropriate vocabulary that is necessary to understand a text or concept to build vocabulary through progressive activities.		
To articulate and justify answers, arguments and opinions				I give my answers, arguments and opinions through an increasing range of well- structured sentences. I can support these with a clear explanation and a justifiable reason.		
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings				I can develop my feelings and point of view in discussions. I can structure my information in a given format that is fit for purpose I can give descriptions, retell events and narratives with detail that engages the listener		
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.				To listen to the responses of others and adapt own in response to them. I can give answers to questions that are supported by justifiable reasons and can support own ideas and opinions with explanation.		
The use of spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.				To develop ideas and adapt them by building on what others say. I use evidence to support ideas.		
To participate in discussions, presentations, performances, role play, improvisations and debates				I can prepare and present information to an audience. I give my opinions in discussions and I listen to the opinions of others and I can adapt in response to these. I use precise vocabulary to show feelings and emotions		
To gain, maintain and monitor the interest of the listener(s)				I can use and adapt language, tone and style to suit the purpose and to gain the interest of the listener. My talks and presentations reflect the purpose and use precise vocabulary and grammatical features for that purpose.		
To consider and evaluate different viewpoints, attending to and building on the contributions of others				To listen to the opinions of others and I adapt my own in response to them when building my own arguments and responses.		
To select and use the appropriate register for effective communication				I adapt my vocabulary and tone for my purpose and audience and my language choices are appropriate.		
To speak audibly and fluently with an increasing command of standard English.				I can speak in groups of different sizes and to a wider audience e.g in the whole school assembly. I can adapt my speaking style to suit the audience.		

YEAR 5						
Curriculum Links	TERM 1 Science Earth and Beyond / Life Cycles C1 His/Geo World War II C2 His/Geo Ancient Greece		TERM 2 Science Separating Materials / Types of Change C1 His/Geo Vikings C2 His/Geo Aztecs N and S America		TERM 3 Science Comparing materials / Forces C1 His/Geo Ancient Maya / S America C2 His/Geo Local History Industrial Revolution Canals /Rivers	
Text The Firs drawing Mordicai Ge Y6 Shaun Tan link The Arrival	Hidden Figures by Margot Lee Shetterly	Percy Jackson and the Lightning Thief by Rick Riordan	The Lost Thing by Shaun Tan Y6 Shaun Tan link The Arrival	The man who walked Between two Towers by Mordicai Gerstein Y3 The First drawing Mordicai Gerstein	Beowulf by Michael Morpurgo	The Strange Case of Origami Yoda by Tom Angleberger
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS knowledge and skills	Recap of previous year group GPS skills Cohesion within paragraphs using adverbials. Layout devices.	Relative Clauses	Semi-colons for clauses and lists Modal verbs Cohesion within paragraphs GPS to be determined by AFL		Parentheses using () Embedded parenthesis using commas and dashes Revision of relative clauses, modals and layout devices.	
DEFINITION / STEM SENTENCES Adapt STEM sentence to link to text	Relative adverbs are when and where When starts with time and where with a place.	Relative Clauses Revisit previous skills that are needed before teaching the year group skill STEM I know that this sentence has a relative clause because the relative clause starts with the relative pronoun _____ and it gives extra detail about the subject _____. The first part and the final part of the sentence make a complete main clause. The relative clause gives us extra information about the noun and it is embedded in a main clause between two commas.	Semi-colons ; to join two closely related clauses STEM A semicolon is used to join two independent clauses instead of using a co-ordinating conjunction. The two clauses must relate to each other like they would in a compound sentence.		Embedded parenthesis using brackets, dashes and commas Brackets, dashes and commas can be used to indicate parenthesis. This is a part of the sentence that adds extra explanation or information. This part of the sentence can be taken out of the sentence without losing meaning. Brackets are mostly used in non-fiction texts, commas in narratives and dashes in more informal writing. STEM I know that this is correctly structured parenthesis because two commas/brackets/dashes are used to separate the part of the sentences that adds extra information. The sentence (say sentence without the additional information) does not lose meaning without it. Commas/brackets/dashes are used correctly because it is a narrative/ non- fiction text / informal writing.	
National Curriculum	Word: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity					
Retention to support memorisation	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.					

Vocabulary	Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focuses on the teaching of this within a progressive learning journey.					
Writing Genre Outcome	Discussion linked to - Hidden Figures	5 Point narrative structure, include a flashback. Write a New Adventure for Percy Jackson	Persuasive writing linked to the theme of valuing empathy and acceptance of others.	Write a diary entry or a first-person narrative	Create a scene where Beowulf meets a new challenge.	Instructions
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes.						
To listen and respond appropriately to adults and peers				To listen and respond appropriately to adults and peers and build upon them in discussions		
To ask relevant questions to extend their understanding and knowledge				To ask relevant questions to improve and deepen meaning.		
To use relevant strategies to build vocabulary				To discuss the precise effect of language through word choice		
To use relevant strategies to build vocabulary				To use relevant strategies to build vocabulary Throughout each Grammar strand learners are given clear definitions for vocabulary and GPS skills and these are used in STEM sentences to aid retention. The teacher selects appropriate vocabulary that is necessary to understand a text or concept to build vocabulary through progressive activities.		
To articulate and justify answers, arguments and opinions				I can present my arguments and opinions coherently and these are supported with clear explanations. I can use point, evidence and explanation to respond to questions		
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings				I can express my feelings and point of view clearly and with detail. I structure my information in a format that is fit for the purpose I can present a well structured oral summary or overview of a text.		
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.				To listen to the responses of others, question them and build upon them. I can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation and can present ideas / opinions coherently, supported with reasons.		
The use of spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas				To offer ideas and justify answers through reasoning. I can change my ideas when new information is given and I can refer back to my original thoughts and ideas. I provide evidence to support throughout the process.		
To participate in discussions, presentations, performances, role play, improvisations and debates				I can present information in different ways and to a range of audiences I take an active part in discussions, formal presentations, debates, performances, role play, improvisations and debates and I maintain a focus on the topic.		
To gain, maintain and monitor the interest of the listener(s)				I am aware of the listener and I can adapt my talk to gain and maintain the interest of the listener. I can express my ideas and points concisely and explicitly and I can maintain control. My talks and presentations are organised and planned for the purpose and include grammar and vocabulary appropriate for the year group		
To consider and evaluate different viewpoints, attending to and building on the contributions of others				To listen to the viewpoints of others and evaluate and build upon them or counterbalance them with my own opinions		
To select and use the appropriate register for effective communication				I choose the appropriate vocabulary, tone and style for my audience and purpose and I can explain how this can vary and why.		
To speak audibly and fluently with an increasing command of standard English.				I can articulate thoughts clearly when presenting to a range of audiences and I can adopt a formal / informal tone which is appropriate to the situation.		

YEAR 6						
Curriculum Links	TERM 1 Science Earth and Beyond / Life Cycles C1 His/Geo World War II C2 His/Geo Ancient Greece	TERM 2 Science Separating Materials / Types of Change C1 His/Geo Vikings C2 His/Geo Aztecs N and S America	TERM 3 Science Comparing materials / Forces C1 His/Geo Ancient Maya / S America C2 His/Geo Local History Industrial Revolution Canals /Rivers			
Text Y5 Shaun Tan link The Lost Thing Phillip Pullman Y4 Firework Maker's Daughter WCR	The Arrival by Shaun Tan	The Last Bear by Hannah Gold	The Invention of Hugo Cabret by Brian Selznick	The Last Wild by Piers Torday	Grimm Tales by Phillip Pullman	 <p>The Final Year by Matt Good Fellow</p>
GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing						
GPS knowledge and skills	Recap of previous year group skills ; for clauses Dashes for emphasis	Active and passive voice Subjunctive (not in an explanation text)	Colons and Semi colon for a list : for explanation Hyphens Ellipses	Application of GPS skills taught with the emphasis on manipulation for effect on the reader	Application of GPS skills taught with the emphasis on manipulation for effect on the reader	Application of GPS skills taught with the emphasis on manipulation for effect on the reader
DEFINITION / STEM SENTENCES Adapt STEM sentence to link to text	Dashes used for emphasis Use of a dash to mark two independent clauses instead of a semi-colon. In year 5, we learned how to use semi- colons to separate two clauses (see example from year 5). Using a dash to separate the two clauses makes the effect more dramatic. A dash mustn't be confused with a hyphen, which is used to combine words together and is slightly shorter in length than a dash. Dashes can be used to insert a break in a sentence to replace	Active and passive voice A sentence is written in active voice when the subject of the sentence is performing the action. In an active sentence, the subject performs the action (the verb) to the object. STEM I know that this sentence is written in the active voice because the subject cat is chasing the mouse. (The action) A sentence is written in passive voice when the subject of the sentence has something done to it	Ellipses ... An ellipsis is a punctuation mark made up of three dots (...). An ellipsis is used to show an omission of a word or words (including whole sentences) from a text. To create a pause for effect. To show an unfinished thought. To show a trail off into silence. Embedded parenthesis using brackets, dashes and commas Brackets, dashes and commas can be used to indicate parenthesis. This is a part of the sentence that adds extra explanation or information. This part of the sentence can be taken out of the sentence without losing meaning. Brackets are mostly used in non-fiction texts, commas in			

	brackets, a colon or a semi- colon to extend a sentence and expand upon a previously-made point or clause to show subordinate or additional information within a sentence.	by someone or something. In a passive sentence, the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb. STEM I know that this sentence is written in the passive voice because the subject mouse is being chased by the cat.	narratives and dashes in more informal writing.			
National Curriculum	<p>Word:The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Sentence:Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Text:Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation:Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Terminology:subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>					
Retention	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation					
Vocabulary	Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focuses on the teaching of this within a progressive learning journey.					
Writing Genre Outcome	Retell the story Persuasive Writing: House Captains and Prefects	Write a diary entry from April's perspective, Discussion	Character / Setting descriptions Non Chronological Report	Alternate Ending: Recount: Newspaper	Creative Retelling of a Grimm Tale Explanation Text	Creative Story: Navigating Change in School Instructions
Spoken Word Progression (green text shows the statutory requirements for Spoken Language)						
Opportunities are given to explain understanding of books through Book Talk and scaffolding is given to support them to make their thinking clear. Learners are taught and use the conventions of discussions and debates and these are used across the Curriculum to embed knowledge and skills. Drama is used to understand the Curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. Learners work in groups of different sizes – in pairs, small groups, large groups and as a whole class and in front of different audiences for different purposes.						
To listen and respond appropriately to adults and peers				To listen and respond appropriately to adults and peers and build upon them in discussions		
To ask relevant questions to extend their understanding and knowledge				To ask relevant questions to improve and deepen meaning.		
To use relevant strategies to build vocabulary				To explain how the word choice supports the writer's purpose To use relevant strategies to build vocabulary		

To use relevant strategies to build vocabulary	To use relevant strategies to build vocabulary Throughout each Grammar strand learners are given clear definitions for vocabulary and GPS skills and these are used in STEM sentences to aid retention. The teacher selects appropriate vocabulary that is necessary to understand a text or concept to build vocabulary through progressive activities.
To articulate and justify answers, arguments and opinions	I can present my arguments and opinions coherently and these are supported with clear explanations. I can use point, evidence and explanation effectively to respond to questions. To articulate and justify answers, arguments and opinions
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	I can express my feelings and point of view with concise detail and make the meaning clear. I structure my information in a format that is fit for the purpose I can present a well-structured oral summary or overview of a text. To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	To listen to the responses of others, summarise them and build upon them in discussions. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
The use of spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas	To articulate ideas and justify answers through reasoning. I can change my ideas when new information is given and I can refer back to my original thoughts and ideas. I provide evidence to support throughout the process. To use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.
To participate in discussions, presentations, performances, role play, improvisations and debates	I can present information in different ways and to a variety of audiences. I take an active role in discussions, formal presentations, debates, performances, role play, improvisations and debates and I maintain a focus on the topic.
To gain, maintain and monitor the interest of the listener(s)	I can adapt my talk to gain and maintain the interest of the listener. I can express my ideas and points concisely and explicitly and I can maintain control. My talks and presentations are organised and planned for the purpose and include grammar and vocabulary appropriate for the year group.
To consider and evaluate different viewpoints, attending to and building on the contributions of others	To listen to the viewpoints of others and evaluate and build upon them or counterbalance them with my own opinions
To select and use the appropriate register for effective communication	I choose the appropriate vocabulary, tone and style for my audience and purpose and I can explain how this can vary and why.
To speak audibly and fluently with an increasing command of standard English.	I can articulate thoughts clearly when presenting to a range of audiences and I can adopt a formal / informal tone which is appropriate to the situation.