

Writing and Reading Overview Curriculum Map Policy– Whole School – 2024_25

Teaching Sequence for each T4W unit:

Below is our agreed guidance of knowledge of skills and what each unit planning should look like (be taught); however, this can be adapted as appropriate, dependent on the cohort. Within teaching, all year groups (and previous year groups) ITAF skills will be taught within the units: reviewed as appropriate.

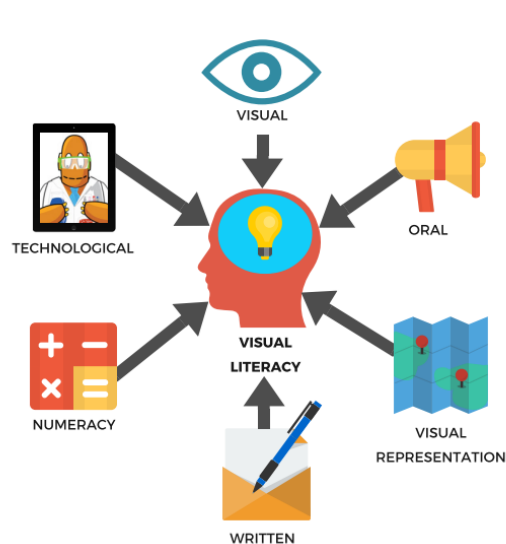
<p>Week 1 =</p> <ol style="list-style-type: none"> 1) <u>Cold task</u> 2) <u>Hook</u> 3) <u>Text - analyse</u> 4) <u>Text - drama or comprehension or vocabulary lesson</u> 5) <u>Text - mapping</u> 	<p>Week 2 =</p> <ol style="list-style-type: none"> 1) <u>Short burst 1</u> 2) <u>SPAG 1</u> 3) <u>SPAG 2</u> 4) <u>SPAG 3</u> 5) <u>Vocabulary / up level lesson / dictionary work</u> 	<p>Week 3 =</p> <ol style="list-style-type: none"> 1) <u>Short burst 2</u> 2) <u>Structure & Toolkit</u> 3) <u>Imitation 1</u> [Not the whole text! New intro / middle or end but apply a SAPG in each lesson - KS2] 4) <u>Imitation 2</u> 5) <u>Imitation 3</u> 	<p>Week 4 =</p> <ol style="list-style-type: none"> 1) <u>Plan own text</u> 2) <u>Draft 1</u> 3) <u>Draft 2</u> 4) <u>Edit</u> 5) <u>Publish</u>
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Talk for Writing Process

<ul style="list-style-type: none"> • Cold writing task (unaided writing, baseline oral story) • Set key focus and goals for the unit • Select, adapt or create a model text 	Daily spelling, sentence and paragraph activities	<p>Preparation</p> <p>↓</p> <p>Imitate</p> <p>↓</p> <p>Innovate</p> <p>↓</p> <p>Independent Application *Invent</p>
<ul style="list-style-type: none"> • Oral learning of model text • Reading as a reader • Reading as a writer • Boxing up the text / Create the toolkit 		
<ul style="list-style-type: none"> • Planning • Whole class / group teaching • Daily shared, guided and independent writing • Daily feedback 		
<ul style="list-style-type: none"> • Guided and independent writing • Application across the curriculum • Hot task • Feedback • Publication or performance 		

Visual Literacy:

We also promote visual literacy at Langmoor; we aim to provide children with high quality films and animations that can be used in the classroom to enhance the teaching of reading and writing. We recognise that children learn in different ways. While some like practical learning, others prefer reading, and some are visual learners. Animations enable different kinds of learning styles to be catered for. Through animations we still embed the philosophy of T4W, VIPERS questioning and quality first teaching of SPAG.



The Talk for Writing process
www.talk4writing.com

Planning

- Baseline assessment (cold task = 'have a go')
 - set targets
- Refine language & adapt model text
- Test Model:
 - box-it-up
 - analyse it
 - plan toolkit

1. Imitation

- Creative hook & context
- Warm up words / phrases / sentences / short-burst writing
- Internalise model text - text map
- Deepen understanding e.g. drama
- Reading as a reader:
 - vocab
 - comprehension
- Reading as a writer:
 - box-up text
 - analyse features
 - co-construct toolkit

Make learning visible

2. Innovation

- Box-up version & talk the text
- Shared writing - innovate on model
- Pupils write own version: peer assess
- Teacher assesses work - plans next steps
- Feedback and improvement

3. Independent application

- Next steps based on assessment
- Pupils write independently

Final assessment

- Compare cold/hot
- Assess progress

Hot task
Reflect on progress

Dialogue toolkit © Pie Corbett 2021			
To create dialogue that sounds real, reflects character and moves action forwards, you might want to			
Nursery/Reception	Y1/2: as in N/R+	Y3/4: as in Y1/2 +	Y5/6: as in Y3/4 +
<ul style="list-style-type: none"> An awareness of how characters speak and interact should be explored through a variety of practical teaching ideas. 	<ul style="list-style-type: none"> Choose and decide how a character feels, thinks or behaves and show this through what they say – <i>"I'm scared!"</i> Use powerful synonyms for 'said' that reveals how a character said something – <i>hissed, squealed, roared, whispered</i> Use said plus an adverb that adds emotion – <i>he said nervously</i> <p>Introduce a few speech punctuation rules that are to be taught in Y3/4:</p> <ul style="list-style-type: none"> Write what is said, starting with a capital letter, and the punctuation inside a speech bubble Burst the bubble to leave speech marks round what is said Start a new line for each speaker Start the spoken words with a capital letter If the sentence ends with speech, put a /!/? inside the speech marks. If the sentence continues, end the speech with a comma 	<ul style="list-style-type: none"> Consolidate speech punctuation rules, as listed in Y1/2 Use only a few exchanges, balancing description, action and dialogue Tag on what a character is doing while speaking, using a 'stage direction' – <i>"No," he hissed, shaking his head.</i> Use a speech sandwich – <i>"Hello," said John, waving to his friend.</i> Then character B replies, <i>"Run for it," squealed Tim.</i> Use dialogue to suggest how a character feels, thinks or what they are like Use quirky expressions – <i>"Crazy cats," she muttered.</i> 	<ul style="list-style-type: none"> Have characters discuss other characters and reflect on events – <i>"I cannot believe Sam ignored me earlier," Kabir muttered.</i> Add to the speech sandwich by adding in the listener's reaction – <i>"Hello," said John, waving to his friend. Tim gasped.</i> Add in some action before character B replies – <i>"Hello," said John, waving to his friend. Tim gasped. Coming down the road was an elephant. "Run for it!" squealed Tim.</i> Put the speaker before or after what is said or in between, – <i>Sam said, "So, let's go." "So, let's go," said Sam. "So," said Sam, "let's go."</i> Explore a variety of formal and informal techniques to develop a character's voice, such as apostrophes for omission and question tags – <i>"We was lovin' that yesterday, weren't we?"</i>



Useful ideas for teaching dialogue – always co-construct the toolkit with the class			
Model all aspects of the toolkit and display examples on washing lines.			
Nursery/Reception	Y1/2: as in N/R+	3/4: as in Y1/2 +	Y5/6: as in Y3/4 +
<ul style="list-style-type: none"> Role-play different characters paying attention to what they would say and how they would say it – <i>"Who's that trip-trapping over MY bridge!"</i> Use puppets and make up funny voices when playing Read aloud using different voices for characters. Discuss 'What did the character say?', 'Why?' and model how Use picture books and big books – read aloud together with expression, emphasising who says what and how – discuss how characters feel and how we know Read together using voices to match how a character feels Use 'What they said' and 'What they might have said' to help children notice dialogue and add dialogue where there is none. Use Post-its in Big Books or on screen to add in dialogue Capture what children say on laminated speech bubbles & provide for play On story maps, draw simple speech inside speech bubbles 	<ul style="list-style-type: none"> Focus on dialogue in reading and work out simple rules Display dialogue rules and examples on washing lines and on support cards Rehearse dialogue in shared writing but keep it limited Draw cartoons with speech bubbles for stories Practise turning speech bubbles into dialogue Use Post-its to innovate on speech verbs, adding in adverbs or changing what is said Change a character's personality and then alter what they say Notice inverted commas in shared reading 	<ul style="list-style-type: none"> Add ideas to class dialogue rules by reading quality literature, display, model in shared writing and practise Use paired drama to develop what is said and how it is said with expression mirroring how a character feels plus a simple action – <i>pointing at the chair</i> Model in pairs what character A says + the reply from character B; then add in stage directions for both Collect expressions from books but also from listening in to other people speaking Make lists of idioms and everyday expressions 	<ul style="list-style-type: none"> Notice in reading how other characters or the author, reflect on a main character In drama, use the game 'gossip' or 'spies' to develop the idea of other characters commenting on a key character Identify in reading and model in shared writing how the listener reacts; use drama to explore how reactions can be 'shown' Explore dialogue in quality books and add extra ideas to the class dialogue rules and tips Innovate on extracts of dialogue from novels, using same style as author Innovate from novels by changing how a character feels, using 'show not tell' and altering what they say – can a partner guess how your character feels?

Characterisation toolkit © Pie Corbett 2021			
To create characters that sound real and the reader can imagine, you might want to:			
Nursery/Reception	Y1/2: as in N/R+	Y3/4: as in Y1/2 +	Y5/6: as in Y3/4 +
<ul style="list-style-type: none"> Refer to the Description Toolkit and select aspects that apply to character, e.g., use adjectives (describing words) to talk about what characters – <i>tall, short, beautiful, wrinkly</i> 	<ul style="list-style-type: none"> Give your character a name that tells the reader something about them – <i>Tiny Tess</i> Use similes to describe a specific feature – <i>His smile was like a crescent moon.</i> Pile up the description using sentences of 3 to describe – <i>Santa was red, fat and friendly.</i> Describe how your character moves using carefully chosen verbs and adverbs – <i>She tiptoed slowly</i> Describe your character using two adjectives to give different details – <i>a large, unfriendly man</i> Make it sound good for the reader by using alliteration – <i>Sally slept silently</i> Drop in extra, important information about your character – <i>Sam, who was lost, sat down and cried.</i> Use repetition for description to add detail – <i>a lean cat, a mean cat</i> 	<ul style="list-style-type: none"> Use a name to suggest the character – <i>Mr Hardy</i> (strong and tough) <i>Miss Honey</i> (gentle) Show how a character is feeling through their actions and reactions – <i>Sarah glowered; a shiver shot up her spine.</i> Give your main character a hobby, interest or special talent: <ul style="list-style-type: none"> <i>Shiv kept a pet rat called Simon in a cage made of bamboo shoots.</i> an expression for speech – <i>"Rats!" she cried.</i> something they love or hate or fear – <i>Carol had always been afraid of the dark.</i> a distinctive feature – <i>she walked with a strange limp</i> a secret – <i>She had promised that she would never tell.</i> Reveal your character's desire, wish or fear – <i>Gareth had always wanted a pet./Gareth had never liked lizards.</i> 	<ul style="list-style-type: none"> Drop in a few details to suggest character – <i>Mr Simons, gripping his cane, glared at the two boys.</i> Show (not tell) how characters feel by what they do, think or say – <i>"Get out!" he snapped, slamming the door. (to show anger)</i> Reveal a character's thoughts – <i>He hoped that he would find his way home.</i> Link the way a character feels with their actions – <i>Encouraged by the bright weather, Jane set out for a long walk.</i> Use other character's (or the narrator's) comments or reactions – <i>"Tracy's upset again," whispered Jamil.</i> Use contrasting main characters & show how a character feels on the inside whilst pretending something else – <i>As their eyes met, she forced a smile upon her face and curtsied.</i> Show character development – how they feel at the start and end of a story – <i>Mrs Bonny frowned. (Opening) Mrs Bonny turned to her new-found friend and smiled. (Ending)</i>



Useful ideas for teaching characterisation – always co-construct the toolkit with the class			
Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls			
Nursery/Reception	Y1/2: as in N/R+	3/4: as in Y1/2 +	Y5/6: as in Y3/4 +
<ul style="list-style-type: none"> Collect a bank of characters from reading Notice, collect and use descriptive language Ask class to sort characters into goodies and baddies Discuss how characters feel and find clues in the text or images Discuss what might go wrong for a character and how they would feel Role-play scenes in stories Invent new characters together Use hats, costumes and puppets to retell or invent stories with strong central characters Draw characters on story map 	<ul style="list-style-type: none"> From reading, create 'role on the wall', collecting character clues and tracking development Add speech or thought bubbles to pictures Collect, display and use a bank of descriptive language (adjectives & similes) Use drama/ mime/ play 'in the manner of the word' to show how a character feels – <i>walked sadly</i> Create banks of words to describe how a character feels Draw characters & speech bubbles Role-play brief conversations staying in character and thinking about what we are saying and our body language Use freeze frames, hot seat and interview characters 	<ul style="list-style-type: none"> Notice and collect ideas for how authors develop characters through what they say, do and think Use reading and images to collect banks of words or phrases to draw on when writing for feelings – <i>scared – shivered, spine tingle, legs shook, tremble</i> act out simple scenes with different characters – <i>coming into a room angrily, shyly, bossily, etc.</i> Use drama to re-enact or develop new scenes Collect character triggers – <i>a secret, a wish, a fear, finding something, an anxiety, a dream, losing something, a lie, etc.</i> 	<ul style="list-style-type: none"> Play games where children mime and others have to guess – who and how they feel Write dialogue for images of films with the sound turned down Collect banks of names and idioms/expressions Look at images of people and write banks of details to describe faces, hands, eyes, mouths, teeth, etc. In reading, discuss how authors build characters and show/suggest feelings Use drama to develop 'show not tell'. Act out scenes, changing a character's feelings – how does a bossy character answer the door or a shy one? Rehearse changing sections of good writing by altering the character type, thinking about what a different character would say, do or think Read and imitate good writers. Borrow characters and write new stories for them.

Discussion Toolkit		
Y1/2:	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To discuss a topic:		
<p><i>The following tools may be used to fuel discussion around key topics explored by the class. Whilst discussion may not have a transcriptional focus, it is important that children are building confidence in some key phrasing for discussion.</i></p> <ul style="list-style-type: none"> Raise key topics to be discussed through <i>should</i> questions: Should you have to wear a cycle helmet? Think of ideas and reasons for and against the topic. Compose <i>for</i> and <i>against</i> sentences: I think we should ... I think we should not ... Back up your ideas with reasons, facts and examples, using conjunctions: 'I think that ... because/so/so that, etc. 	<ul style="list-style-type: none"> Present the topic being discussed through a question: Is homework necessary? State clearly what is being discussed and why this matters: We are discussing whether (or not) ... This is important because ... Build up arguments through a series of time/addition openers: First of all, ... Secondly, ... Also, ... Furthermore, ... Introduce an opinion without bias: Some people believe that ..., There are many people who believe that ... Present the other opinion: However, ... On the other hand, ... Provide reasons to viewpoints using conjunctions and adverbials: so, because, therefore, whereas, similarly, as a result, however, moreover, on the other hand ... Engage the reader through questions: Do you think that ...? Why is it that ...? Give equal importance to both sides. 	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect. Catch the reader's interest with your title: Tragedy – who is to blame? Use ideas that will appeal to different stakeholders. Explore differing views and ideas, sometimes being tentative: It may be that ... It could be ... Back up different points of view with information, reasons or evidence (including quotations): Local residents claim that it is dangerous! Include counter arguments within paragraphs: Many people believe that ... however ... Weave in other non-fiction purposes, such as information/explanation: The age of the building means that both walls and foundations are unstable. As a result, there has been an increase in reported accidents.



Discussion – structure		
Y1/2:	Y3/4:	Y5/6: as in Y3/4 & ...
To structure discursive writing:		
<p><i>If creating a response through shared writing, the following structure may be appropriate:</i></p> <p>Beginning</p> <ul style="list-style-type: none"> Tell the reader what you are about to discuss. <p>Middle part 1</p> <ul style="list-style-type: none"> Write about why it is a good idea. <p>Middle part 2</p> <ul style="list-style-type: none"> Write about why it might not be a good idea. <p>Ending</p> <ul style="list-style-type: none"> Write about what you have decided and give a reason why. 	<ul style="list-style-type: none"> Be clear in the title about what is being discussed: Do dragons exist? <p>Beginning</p> <ul style="list-style-type: none"> Introduce the reader to what you are about to discuss. Explain why this matters at the moment: This is being discussed because a dragon has moved into the local area. <p>Middle part 1</p> <ul style="list-style-type: none"> Use topic sentences to show what paragraphs are about: Most people believe dragons do exist ... then back up the viewpoint. Provide as many points as you can think of that support the argument. <p>Middle part 2</p> <ul style="list-style-type: none"> Use topic sentences to show what paragraphs are about: On the other hand, there are those who believe that dragons do not exist ... then back up the viewpoint. Provide as many points as you can think of that counter the argument. <p>Ending</p> <ul style="list-style-type: none"> Write about what you have decided having considered both sides of the argument and explain why: Having considered both sides of the argument, I have concluded that ... because ... 	<ul style="list-style-type: none"> Manipulate the organisation of your writing to suit the audience: a letter, article, essay, news item, leaflet, interview, broadcast, etc. Present each argument and counterargument within a paragraph, starting with a clear topic sentence.

Recount Toolkit			
Nursery/Reception	Y1/2: as in N/R & ...	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To recount an event:			
<ul style="list-style-type: none"> Tell the reader where you went or what you did: Yesterday, we went to the zoo. Tell people the order in which you did things by using time openers: First, ... Next, ... After that, ... Finally, ... Describe what you saw: First, we saw a snake. Talk about what images and objects looked like using adjectives (describing words): First, we saw a long snake. Talk about what you liked: I liked the pandas best. They were funny. 	<ul style="list-style-type: none"> Choose key events that will interest or engage the reader – don't include everything! Put the events in the correct order using time adverbials: First, ... Next, ... Then, ... After that, ... Finally, ... Write about what happened, using verbs in the past tense: went, arrived, climbed, ate, etc. Help the reader picture what happened with carefully chosen adjectives, the ginormous, wooden drawbridge Hint how you felt about the events through carefully chosen verbs: We raced up the spiral staircase Add your own comments: I thought the hippos looked amazing because ... Write from your point of view, using first person pronouns: I/me; we/us (for biography writing use 3rd person consistently: he/she; they/them) <p>For news articles:</p> <ul style="list-style-type: none"> Create a snappy headline to engage the reader: Witch Outwitted Write about what has happened to others using the third person: She arrived at her grandmother's cottage ... 	<ul style="list-style-type: none"> Address the reader using the pronoun 'you': You will never guess where... Zoom in on the important events and move the action forward through fronted adverbials: Whilst, ... Later on, ... That afternoon, ... Eventually, ... Meanwhile, ... Bring the description alive through similes: the road twisted like a corkscrew Add authenticity by using specific names of people or places: Our guide, Mr. Jenkins showed us around Knowle House. Include what other people said or thought about what happened: Mrs. Cater said that she enjoyed ... Drop in asides, thoughts and relevant details through relative clauses or parenthesis: The castle, which was a bit of a ruin really, was ... <p>For news articles:</p> <ul style="list-style-type: none"> Hook and intrigue the reader by creating an interesting or catchy headline through rhyme, alliteration or word play: Boy ... Box ... Baffled! Look ahead to what might happen next by using the present tense appropriately: With residents in uproar, the police are now looking for Kazam's travelling circus that vanished without a trace. 	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect: <ul style="list-style-type: none"> formal and professional for a police witness report formal and friendly when recounting facts for friends informal and chatty for diary entries. Entertain the reader by writing about fascinating, surprising, unusual or funny things. Weave in subject-specific and technical vocabulary where appropriate to add precision and accuracy to the description, The tractors ran on diesel fuel and had specially designed caterpillar tracks to climb the steep inclines left by the quarrying... Add authenticity to the recount by including direct or reported speech: Despite his efforts, the next thing I heard was a shout of, "Coward!" from Tybalt and then the mutterings of disbelief from the crowd. <p>For news articles:</p> <ul style="list-style-type: none"> Hook the reader/listener throughout news articles/flashes by being pacy and adding engaging detail: The council is concerned that this could lead to dragon infestation. Further updates in the six o'clock news.



Recount – structure			
Nursery/Reception	Y1/2: as in N/R & ...	Y3/4: as in Y1/2 & ...	Y5/6: as in Y3/4 & ...
To structure a recount:			
<ul style="list-style-type: none"> Compose a series of simple sentences that tell the reader about what happened, what you did or what you saw. Describe things in the order you saw or did them, using the time openers: – First, ... – Next, ... – After that, ... – Finally, ... 	<ul style="list-style-type: none"> Use a simple title: Our trip to the zoo <p>Beginning</p> <ul style="list-style-type: none"> Set the scene by telling the reader: – when it happened, e.g. Last week, – who was there, e.g. our class – where you went, e.g. went to the zoo – what you went to do, e.g. to learn about animals. <p>Middle</p> <ul style="list-style-type: none"> Write about what happened, what you did, what you saw and what you learned: First, we saw the tractors. They had enormous wheels. Add in any personal feelings: It was really exciting! <p>End</p> <ul style="list-style-type: none"> Add in a personal feeling: What a great day! I am really looking forward to my next adventure. <p>For news articles:</p> <ul style="list-style-type: none"> Hook the reader in one pacy sentence telling the reader the who/what/where/why/when of the latest news: Yesterday, local lumberjack hero Jim Stevenson was awarded a medal at the palace for his bravery in rescuing Little Red Riding Hood from the jaws of a terrifying Wolf. 	<ul style="list-style-type: none"> Use an interesting title to catch your reader's interest: Bristol Zoo – the bee's knees! <p>Beginning</p> <ul style="list-style-type: none"> Set the scene by summarising the day, including when, who, where, what, why. This could include a personal reflection: What an amazing day! <p>Middle</p> <ul style="list-style-type: none"> Write about the event from your perspective: I couldn't believe that ... Keep the events in the correct order. You might separate each event in a new paragraph. <p>End</p> <ul style="list-style-type: none"> Talk to the reader by using <i>you</i> and suggest why they might be interested in the event: You must buy tickets as you will love the artwork on display! <p>For news articles:</p> <ul style="list-style-type: none"> Hook and intrigue the reader by creating an interesting or catchy headline through rhyme, alliteration or word play: Boy... Box... Baffled! Include key details of the backstory in the middle paragraph. 	<ul style="list-style-type: none"> Manipulate the organisation of your writing to suit the audience: a postcard, letter, diary, autobiography, newspaper report, science experiment, etc. Experiment with flash backs and forwards: As I jumped from the plane, I pictured how all this had begun ... Consider how you may feature other non-fiction purposes, such as paragraphs of explanation and information based on what happened as part of the event. Consider how other purposes can be incorporated as part of the main text or as additional asides. <p>For news articles:</p> <ul style="list-style-type: none"> End with a pointer that suggests how the news story may continue or how readers may help: If you have any information on the identity of the two criminals, please contact your local police station.

3 – 5 yrs (Early Years)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Introduce: Determiners <i>the / a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters Sentence Full stops Capital letter Simile – ‘like’	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’



5 – 6 yrs (Year 1)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
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 - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,../ Unfortunately,...</i> Resolution <i>Fortunately,...</i> Ending <i>Finally,....</i>	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce doc: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,....Unfortunately, Sadly,....</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house... The huge elephant...</i> Alliteration e.g. <i>dangerous dragon slimy snake</i> Similes using as....as... e.g. <i>as tall as a house as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red</i>	Consolidate Reception list Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ Introduce: Punctuation Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural



6 – 7 yrs (Year 2)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ ‘Boxing-up’ grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.) Types of sentences: Statements Questions Exclamations Commands -‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.	Consolidate Year 1 list Introduce: Prepositions: <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch slimy slugs</i> Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. <i>Lift the pot carefully onto</i>	Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i> Speech bubbles /speech marks for direct speech Implicitly understand how to change from indirect speech to direct speech Adverbs for information e.g. <i>Lift the pot carefully onto</i>	Consolidate: Punctuation <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’ / ‘like’ Introduce: Apostrophe (contractions and singular possession)

<p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing-up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings 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?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>
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7 – 8 yrs (Year 3)

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present,</p>

<p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing-up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>subordinating conjunctions (See Connectives and Sentence Signposts doc.) -ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>future) Connective Generalisers</p> <p>Alliteration Simile – 'as'/ 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions
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8 – 9 yrs (Year 4)

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map / story mountain / story grids / 'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference</p>	<p>Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun</p>

<p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid</p> <p>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 connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>'-ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded '-ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in '-ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>of we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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9 – 10 yrs (Year 5)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>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 / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

<p>forward to the future ask a question.</p> <p>Non-Fiction</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><i>cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly</i> <i>....through the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question • Tense: present and past progressive;
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10 - 11 yrs (Year 6)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>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</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations,</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

<p>rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>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, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive present perfect; past perfect</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive
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<p>essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</p> <ul style="list-style-type: none"> • summarise and organise material, and support ideas and arguments with any necessary factual detail • apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form 			<p>- using standard English confidently in their own writing and speech</p> <p>- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology*.</p> <p>Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.</p>	<p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive present perfect; past perfect Active and passive voice Subject and object Subjunctive Synonym, antonym</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia</p>
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11 – 13 yrs (Years 7 & 8)

Text Structure	Sentence Construction	Word Structure / Language	Grammar, punctuation and vocabulary	Related terminology
<p>Consolidate Year 6 list:</p> <p>Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils’ linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.</p> <p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts.</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information. They should be able to:</p> <ul style="list-style-type: none"> • write for a wide range of purposes and audiences, including: well-structured formal expository and narrative 	<p>Consolidate Year 6 list:</p> <ul style="list-style-type: none"> • draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Pupils should continue to plan, draft, edit and proofread through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English 	<p>Consolidate Year 6 list</p> <p>Opportunities for teachers to enhance pupils’ vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.</p>	<p>The text demands of KS3 require an increasingly wide knowledge of vocabulary and grammar. Pupils should be taught to:</p> <ul style="list-style-type: none"> • consolidate, extend and apply the grammatical knowledge listed in the next column and understand its use in more challenging texts • consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> - studying the effectiveness and impact of the grammatical features of the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between standard English and other varieties of English 	<p>Consolidate KS2 terminology:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash • Colon/ semi-colon • Bullet points • Ellipsis • Hyphen <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>

Additional Vocabulary Progression:

	Prepositions	Conjunctions	Openers	Irregular verbs
EYFS	up, down, in, into, out, to, onto, over	and, but	Once upon a time, Early one morning, First, Then, Next, So, Finally	Say, make, eat, drink, go, take, come, see, be
Y1	across, inside, outside, under, next to	because, so, then, while, when	One day, Soon, Suddenly, At that moment, Eventually, While, If, After	Know, catch, bite, get, give, find, think , tell, have
Y2	behind, above, along, before, between, after, in front of	to, or, who, until	After a while, As, As soon as, Before, Immediately,	become, fight, leave, feel, put, bring, begin, keep, do
Y3	by the side of, during, through, throughout	If, after, also, as well, that, which, however	Later, When, Whenever, Without warning, While/ meanwhile, Although, However	hold, fly, write, stand, hear, let, set, meet, run
Y4	at, underneath, since, towards, beneath, beyond	especially unless except apart from	Unlike, Most of all Fortunately, unfortunately	pay, sit, speak, lie, lead, read, grow, lose, wake
Y5	parallel to, adjacent to, vertically, horizontally	whereas although nevertheless	Consequently, despite, Instead of, Compared to, In addition, Therefore, On the other hand, Furthermore,	fall, send, build, understand, draw, break, spend, cut
Y6	Recap of all prepositions above	Recap of all conjunctions above	In spite of Even though Moreover Nevertheless Until	rise, drive, buy, wear, teach, choose

Writing Progress – Composition and Effect

Child as a writer:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ...</p> <p>Reads aloud their own writing to peers and teacher</p> <p>Can discuss their writing with peer or teacher</p>	<p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story....</p> <p>Can complete a whole text as well as sections of a text e.g. sustain an entire story, report....</p> <p>Can write with increasing fluency and stamina</p> <p>Reads aloud their own writing to peers and teacher with appropriate expression</p>	<p>Can express preferences for writing</p> <p>Can write at will/independently</p> <p>Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'</p> <p>Can compose and rehearse sentences orally (including dialogue)</p> <p>Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)</p> <p>Can write with fluency and stamina</p> <p>Can discuss their writing outcomes and their effect on the audience</p> <p>Reads 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</p>	<p>Can evaluate and discuss themselves as a writer</p> <p>Can write at will and independently</p> <p>Can generate multiple feasible ideas from a stimulus</p> <p>Can write whole and part texts with fluency and stamina</p> <p>Reads 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</p> <p>Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader</p>	<p>Is able to critically evaluate their own and other people's written work.</p> <p>Chooses an appropriate form for their writing in order to communicate effectively.</p> <p>Refines ideas based on experience of good quality example texts.</p> <p>Confidently undertakes the composition of whole texts, writing with fluency and stamina.</p> <p>Shares their work confidently, ensuring the meaning is clear to the reader/listener.</p> <p>Includes appropriate features to enhance the meaning and impact of their text.</p>	<p>Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>Can refine their ideas based on their experience of good quality model texts</p> <p>Can compose and execute whole texts, writing with fluency and stamina</p> <p>Can use audience feedback to support the writing/editing process</p>
Composition:		Composition Sentences:			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Write sentences by:</p> <p>saying out loud what they are going to write about,</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives,</p> <p>re-reading what they have written to check that it makes sense.</p>	<p>Develop positive attitudes towards and stamina for writing.</p> <p>Consider what they are going to write before beginning.</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or keywords, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>	<p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.</p> <p>Some evidence of writing for effect e.g. persuasive, informative, entertain.</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p>	<p>Is beginning to know how to write for different audiences and different purposes</p> <p>Can confidently compose and rehearse a cohesive text</p> <p>Is progressively building a varied and rich vocabulary</p> <p>Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan</p> <p>Can consider the needs of the reader when planning their text</p> <p>Can include details to add interest, to persuade or to direct</p> <p>Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters' feelings.</p> <p>Expresses an opinion by giving justification for their ideas</p> <p>Is beginning to establish a viewpoint in their writing</p>	<p>Can identify the audience, context and purpose for writing.</p> <p>Can</p> <p>Is able to explain how the audience for a text will impact on how it is written.</p> <p>Uses own planning strategies to compose and rehearse whole texts before writing.</p> <p>Pitches texts appropriately, according to who it will be read by.</p> <p>Includes sufficient detail to engage the reader.</p> <p>Establishes a clear viewpoint in their writing and maintains this throughout a text.</p>	<p>Can describe settings and characters using adjectives (including expanded noun phrases)</p> <p>Can describe settings and characters using adverbs (changing the place of the adverb to add variety)</p> <p>Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because</p> <p>Can write sentences using fronted adverbials</p> <p>Can write Imperative Sentences (using 'bossy verbs' in the present tense)</p> <p>Can integrate dialogue (effectively and sometimes combined with a additional clause)</p> <p>Can write Simile Sentences (to imaginatively compare two things)</p> <p>Can write Metaphor Sentences (to paint vivid 'word' pictures)</p> <p>Can write 'as' Sentences (to describe two things happening at once)</p> <p>Can write Preposition Sentences (to explain and describe where things are in the setting)</p> <p>Can write 'ing' Sentences (to add a sense of movement)</p> <p>Can write 'ed' Sentences (to emphasise feelings and emotions)</p> <p>Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should</p> <p>Can write in both active and passive form e.g. The boy dropped the pen/The pen was dropped by the boy.</p> <p>Can develop cohesion within sentences:</p> <p>*using determiners (to specify a noun)</p> <p>*using pronouns (to replace nouns for variety)</p>

Composition: Context, Audience and Purpose

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p> <p>Write different types of poetry, fiction and non-fiction and talk about the difference between them.</p>	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p> <p>Write different types of poetry, fiction and non-fiction and talk about the difference between them.</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p>	<p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas</p> <p>Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.</p> <p>Some detail in writing adds interest, humour, suspense or surprise.</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.</p> <p>Some evidence of writing for effect e.g. persuasive, informative, entertain.</p> <p>Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.</p> <p>Demonstrates simple viewpoint through third and first person.</p> <p>Expresses opinions in simple terms.</p>	<p>Is beginning to know how to write for different audiences and different purposes</p> <p>Can confidently compose and rehearse a cohesive text</p> <p>Is progressively building a varied and rich vocabulary</p> <p>Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan</p> <p>Can consider the needs of the reader when planning their text</p> <p>Can include details to add interest, to persuade or to direct</p> <p>Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters' feelings.</p> <p>Expresses an opinion by giving justification for their ideas</p> <p>Is beginning to establish a viewpoint in their writing</p>	<p>Can identify the audience, context and purpose for writing.</p> <p>Is able to explain how the audience for a text will impact on how it is written.</p> <p>Uses own planning strategies to compose and rehearse whole texts before writing.</p> <p>Pitches texts appropriately, according to who it will be read by.</p> <p>Includes sufficient detail to engage the reader.</p> <p>Establishes a clear viewpoint in their writing and maintains this throughout a text.</p>	<p>Can identify the correct audience and compose an appropriate text based on this</p> <p>Can write in appropriate 'role'</p> <p>Can select and use the appropriate structure and features for a text type</p> <p>Can add clever detail to engage the reader e.g. word-play, exaggeration, alliteration, slogans, bias</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>Can write to create narrative</p> <p>Optional text type coverage:</p> <p>g. Can write to recount</p> <p>h. Can write to instruct</p> <p>i. Can write to explain</p> <p>j. Can write to report</p> <p>k. Can write to persuade</p>

Composition: Narrative

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can write narratives about personal experiences and those of others (real and fictional and write poetry).</p> <p>Can write narrative with a clear beginning, middle and end.</p> <p>Can use some appropriate story language taught to them.</p>	<p>Can write narratives about personal experiences and those of others (real and fictional).</p> <p>Can write narrative with a clear beginning, middle and end.</p> <p>Can use appropriate story language taught to them.</p>	<p>Can write narrative with a clear beginning, middle and end.</p> <p>Beginning of narrative provides appropriate and interesting detail about setting or characters.</p> <p>Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground...</p> <p>Can indicate paragraph breaks for changes of time, place or subject.</p> <p>Can explain why they have chosen to organise their writing in a certain way.</p> <p>Resolution to stories is appropriate and explained in sufficient detail.</p> <p>Can maintain tense consistently throughout a story.</p>	<p>Can write a clear story structure with build up and climax</p> <p>Beginnings of narrative are more lively and can capture the readers interest</p> <p>Basic elements of story structure are present</p> <p>Paragraphs are attempted for a change in action, setting and time</p> <p>Demonstrates an awareness of the reader</p> <p>Is beginning to develop characterisation through describing how characters look, react, talk or behave</p> <p>Tense and perspective are maintained throughout narrative work</p>	<p>Plans a clear structure for a narrative, which is evenly paced.</p> <p>Includes appropriate imaginative detail to engage the reader from the outset.</p> <p>Draws on their own experience of good quality narrative to support the writing of their own text.</p> <p>Balances a range of description, dialogue and action to explain a narrative.</p> <p>Story is organised into clear paragraphs.</p> <p>Develops characters and settings using a range of descriptive techniques.</p> <p>Tense and perspective are maintained throughout narrative work.</p>	<p>Can write with a clear opening to the narrative</p> <p>Can build upon opening and develop the narrative</p> <p>Can introduce a problem to the narrative</p> <p>Can bring about resolution in the narrative</p> <p>Can write a clear ending to the narrative</p> <p>Can choose and sustain the use of the correct tense</p> <p>Can de-mark paragraphs correctly</p> <p>Can link paragraphs in the narrative</p> <p>Can use a variety of paragraph lengths</p> <p>Can write using a balance between dialogue, action and description</p> <p>Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)</p>

Composition: Non-Narrative					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can write about real events for non-fiction texts (and write poetry).</p> <p>Begin writing for different purposes.</p> <p>Can use some appropriate text language taught to them.</p>	<p>Can write about real events for non-fiction texts.</p> <p>Begin writing for different purposes.</p> <p>Can use appropriate text language taught to them.</p>	<p>Can write a clear introduction.</p> <p>Can write a concluding statement or summary.</p> <p>Can use simple organisational devices e.g. headings and subheadings</p> <p>Main features of text type are used e.g. non chronological report has an intro, some points under sub headings and an end statement.</p>	<p>Can write a clear introduction, followed by logical points, drawing to a defined conclusion</p> <p>Paragraphs have relevant openings</p> <p>Paragraphs are used to group ideas logically</p> <p>Points are raised in a sensible order</p> <p>Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases.....</p>	<p>Carefully structures non-narrative texts according to the context, purpose and audience.</p> <p>Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.</p> <p>Draws on their own experience of good quality non-narrative to support the writing of their own text.</p>	<p>Can write a clear introduction</p> <p>Can develop ideas over a series of sentences</p> <p>Can sustain ideas across a text</p> <p>Can choose and sustain the use of the correct tense</p> <p>Can use logical paragraphing</p> <p>Can write a clear conclusion</p> <p>Can use sub-headings</p> <p>Can use bullets points</p>
Composition: Poetry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to, discussing and expressing views about a wide range of poetry - including at a level beyond that at which they can read independently.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussion about poems.</p> <p>From reading, be able to write their own poetry.</p>	<p>Listen to, discussing and expressing views about a wide range of poetry - including at a level beyond that at which they can read independently.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Participate in discussion about poems.</p> <p>From reading, be able to write their own poetry.</p>	<p>Can develop their understanding and enjoyment of poetry.</p> <p>Listen to and discuss a wide range of poetry.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Learn poetry by heart.</p> <p>From reading, be able to write and perform their own poetry.</p>	<p>Can develop their understanding and enjoyment of poetry.</p> <p>Listen to and discuss a wide range of poetry.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Learn poetry by heart.</p> <p>From reading, be able to write and perform their own poetry.</p>	<p>Can develop their understanding and enjoyment of poetry.</p> <p>Can show a knowledge of language gained from poetry.</p> <p>Can continue to read and discuss an increasingly wide range of poetry.</p> <p>Learn a wider range of poetry by heart.</p> <p>Listen to, discussing and expressing views about a wide range of contemporary and classic poetry.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Recognise simple recurring literary language in poetry.</p> <p>Ensure that poems studied by pupils include classic poems and poems from other cultures and traditions, and that poetry chosen is sufficiently challenging.</p> <p>From reading, be able to write and perform their own poetry.</p>	<p>Can develop their understanding and enjoyment of poetry.</p> <p>Can show a knowledge of language gained from poetry.</p> <p>Can continue to read and discuss an increasingly wide range of poetry.</p> <p>Learn a wider range of poetry by heart.</p> <p>Listen to, discussing and expressing views about a wide range of contemporary and classic poetry.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Recognise simple recurring literary language in poetry.</p> <p>Ensure that poems studied by pupils include classic poems and poems from other cultures and traditions, and that poetry chosen is sufficiently challenging.</p> <p>From reading, be able to write and perform their own poetry.</p>
Composition: Editing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Informally / through teacher discussion check their own work.</p> <p>Develop their understanding of the concepts set out by:</p> <p>leaving spaces between words, joining words and joining clauses using 'and',</p> <p>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',</p> <p>learning the grammar for year 1 and use the grammatical terminology in English discussing their writing.</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils,</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form,</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly),</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Can propose changes to grammar and vocabulary to improve consistency and quality</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p> <p>Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary</p>	<p>Can propose changes to grammar and vocabulary to improve consistency and quality</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p> <p>Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary</p>	<p>Identifies and edits inaccuracies in grammar.</p> <p>Edits vocabulary choices to enhance the meaning or impact of the text.</p> <p>Can proof read to check for spelling errors.</p> <p>Can proof read to check for missing punctuation.</p> <p>Can make improvements to a text to ensure that it closely meets the brief/success criteria.</p>	<p>Identifies and edits inaccuracies in grammar – growing independence and accuracy.</p> <p>Edits vocabulary choices to enhance the meaning or impact of the text.</p> <p>Can proof read to check for spelling errors.</p> <p>Can proof read to check for missing punctuation.</p> <p>Can make improvements to a text to ensure that it closely meets the brief/success criteria.</p>

Progression in Poetry

	Reading		Writing		Possible outcomes
	Listen, discuss & respond	Understand	Composition	Vocabulary, grammar & punctuation	
Year 1	<ul style="list-style-type: none"> Listen and discuss a wide range of poems Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart Discuss word meanings Discuss significance of title and events Participate in discussions 	<ul style="list-style-type: none"> Draw on background knowledge and vocabulary provided Check text makes sense, correcting inaccurate reading Infer and predict on the basis of what is said and done and has been read so far Explain understanding 	<ul style="list-style-type: none"> Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - 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. The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines 	<ul style="list-style-type: none"> Leaving spaces Joining words and clauses using and Capital letters for names of people, places, days of week and the I 	<p>Performing</p> <ul style="list-style-type: none"> Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions <p>Creating</p> <ul style="list-style-type: none"> Group performance poetry with repeated patterns or lines List poems Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write Consider having a poem/rhyme each week to learn/enjoy

Year 2	Reading		Writing		Possible outcomes
	Listen, discuss & respond	Understand	Composition	Vocabulary, grammar & punctuation	
	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry Recognise simple recurring literary language in poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correct inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: - writing poetry 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 - 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 [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) 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) 	

Year 3/4	Reading		Writing		Possible outcomes
	Listen, discuss & respond	Understand	Composition	Vocabulary, grammar & punctuation	
	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry Read books (poems) that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books (poems) Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example, free verse, narrative poetry) Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Draw inferences and justifying inferences with evidence Identify main ideas drawn from more than one paragraph (verse) and summarising these Identify how language, structure, and presentation contribute to meaning 	<p>Plan writing by:</p> <ul style="list-style-type: none"> discussing writing (forms of poems) 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures organising paragraphs (verses) around a theme <p>Evaluate and edit by: -</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> Use a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Paragraphs (verses) as a way to group related material - Expanded noun phrases 	

Year 5/6	Reading		Writing		Possible outcomes
	Listen, discuss & respond	Understand	Composition	Vocabulary, grammar & punctuation	
	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions Recommend books (poems) that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing (poetry) Make comparisons within and across books (poems) Learn a wider range of poetry by heart Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve understanding – Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning– Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for views 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> 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 Layout devices 	<p>Performing</p> <ul style="list-style-type: none"> Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. <p>Creating</p> <ul style="list-style-type: none"> Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations kennings Model verb poems (if only) Narrative historical poems Consider layout and presentation <p>Analysing</p> <ul style="list-style-type: none"> Poetry reviews Poetry analysis Recommendations <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>

Year 6

Working towards the expected standard	
1. Write for a range of purposes: Fiction .	
2. In narratives, describe settings and characters using adjectives .	S C
3. Write for a range of purposes: Non-Fiction .	
4. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
5. Use some paragraphs to organise ideas.	
a. Capital letters	
b. Full stops	
c. Question marks	
d. Commas for lists	
e. Apostrophes for contraction	
7. Spelling (Year 3 & 4).	
8. Spelling (Year 5 and 6).	
9. Producing legible handwriting .	
Working at the expected standard	
10. Write effectively for a range of purpose and audiences .	
11. Use verb tenses .	
12. In narratives, describe settings, characters and atmosphere.	S C A
a. Coordinating conjunctions to join clauses (<i>compound</i>).	F A N B O Y S
b. Subordinating conjunctions to join clauses (<i>complex</i>).	I S A W A W A B U B
c. Adverbials (<i>time, place, fronted</i>) to build cohesion.	T P F
d. Pronouns & Synonyms .	P S
a. Apostrophes for plural possession .	
b. Punctuation for parenthesis (brackets, dashes, commas).	- - () , ,
c. Semi-colon within lists and to mark boundaries between clauses.	L C
d. Colon within lists and to mark boundaries between clauses.	L C
e. Dash to mark boundaries between clauses	
f. Hyphenated words.	
g. Inverted commas with other punctuation for speech.	
15. Integrate dialogue in narratives to convey character and advance the action mostly correct .	I C A
a. Use contracted forms in dialogues in narrative.	
b. Use modal verbs to suggest degrees of possibility.	
c. Use passive verbs to affect how information is presented.	
17. Spell most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	3/4 5/6 A
18. Maintaining legibility in joined handwriting when writing at speed.	

Writing - Year Group ITAF (Interim Teacher Assessment Framework):

Every year group has a writing ITAF based on the NC (National Curriculum) teaching and learning objectives and programme of study. It is used by teachers and pupils to support planning, teaching and learning.

If a child is working below the expected age-related objectives, they can use a previous year groups ITAF; however, they should still receive teaching from their current year group's objectives as well.

Teaching should recap all previous year group's objectives throughout the year and be bespoke to the cohorts needs.

When children are not meeting the year group objectives, they should be part of a writing intervention: monitored by the English co-ordinator.

NOTE: All year groups have an ITAF for their teaching and learning of skills across the school.

Working at greater depth	
18. Write effectively for a range of purposes and audiences , selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>e.g. literary language, characterisation, structure</i>)	
19. Distinguish between the language of speech and writing and choose the appropriate register	
20. Exercise an assured and conscious control over levels of formality , particularly through manipulating grammar and vocabulary to achieve this	
21. Use the range of punctuation taught at KS2 correctly (<i>e.g. semi-colons, dashes, colons, hyphens</i>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	

Year 6

Comprehension:						
	<i>Lesson objective are covered across all teaching and independent reading – colours are a guide to support teaching and evidence</i>	Guided Groups	Classic Texts	Novel	Independent	Other
1	maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
2	reading books that are structured in different ways and reading for a range of purposes					
3	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions					
4	recommending books that they have read to their peers, giving reasons for their choices					
5	identifying and discussing themes and conventions in and across a wide range of writing					
6	making comparisons within and across books					
7	learning a wider range of poetry by heart					
8	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					
9	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context					
10	asking questions to improve their understanding					
11	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
12	predicting what might happen from details stated and implied					
13	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					
14	identifying how language, structure and presentation contribute to meaning					
15	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader					
16	distinguish between statements of fact and opinion					
17	retrieve, record and present information from non-fiction					
18	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously					
19	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary					
20	provide reasoned justifications for their views					

Reading - Year Group ITAF (Interim Teacher Assessment Framework):

Every year group has a reading ITAF based on the NC (National Curriculum) teaching and learning objectives and programme of study. It is used by teachers and pupils to support planning, teaching and learning.

Reading is taught in different ways and it is underpinned throughout all of our curriculum subjects:

KS1: Phonics, Book Talk, guided reading (VIPERS - year 2), being read to by adults and by older peers and 1-2-1 reading.

KS1: Phonics (if required), guided reading (VIPERS), independent reading, whole class novel reading, Classic Texts and online Oxford Buddy (reading and comprehension).

Throughout the whole school we promote reading for pleasure in many different ways: Creative Cabin (open to KS2 and KS1 have older children read to them) at lunch times, celebration certificates, author days, special classroom books and a well-stocked library celebrating a range of different authors from different cultures.

When children are not meeting the year group objectives, they should be part of a reading intervention: monitored by the English co-ordinator.

NOTE: All year groups have an ITAF for their teaching and learning of skills across the school.

Year 6

Spoken Language:						
		Guided Groups	Classic Texts	Novel	Independent	Other
1	listen and respond appropriately to adults and their peers					
2	ask relevant questions to extend their understanding and knowledge					
3	use relevant strategies to build their vocabulary					
4	articulate and justify answers, arguments and opinions					
5	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings					
6	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments					
7	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
8	speak audibly and fluently with an increasing command of Standard English					
9	participate in discussions, presentations, performances, role play, improvisations and debates					
10	gain, maintain and monitor the interest of the listener(s)					
11	consider and evaluate different viewpoints, attending to and building on the contributions of others					
12	select and use appropriate registers for effective communication.					
Word Reading:						
1	I can read aloud and understand the meaning of the words on the Year 5/6 list (as well as revisiting the Year 3/4 list).					
2	I can apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.					

Spoken Language - Year Group ITAF (Interim Teacher Assessment Framework):

Every year group has a spoken language ITAF based on the NC (National Curriculum) teaching and learning objectives and programme of study. It is used by teachers and pupils to support planning, teaching and learning.

Spoken language is taught and assessed in every lesson throughout the school. Standard English is modeled by all staff and children are expected to reciprocate in the same manner. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

We understand the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.

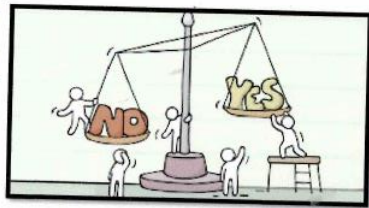
Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English.

Pupils are taught to understand and use the conventions for discussion and debate; all pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

NOTE: All year groups have an ITAF for their teaching and learning of skills across the school.

WTS - secure
Examples: end
of Year 6

A balanced argument



Zoos should be banned:
Poor, innocent, sad animals have been taken out of their habitats just to be put on show. Animals are kept in cages so children can be happy but what about the animals? Not being fed what they like, family lost, not free anymore and having different family in their cages. Zoo

Zoo keepers are having a brilliant time showing off animals doing lots of tricks but what will happen if they get bored? People will never understand what it's like to be an animal no one will if it is quite sad for these species because humans can do whatever they want to animals but animals can't do the same.

Should animals be kept in zoos (Yes):

Animals are very important to learn about in zoos especially because young people learn about zoos so they will take knowledge and be more inspired by zoos population will increase.

No matter what animals will be loved by animals. Some people hurt animals but some don't. Animals can be in danger at zoos but not by other animals because they are kept in cages and not a threat.

Sabrina Carpenter Lane
1223

Mrs Mayer Gibb, Langmoor
primary school,

17/05/24

17/05/24

Dear Mrs Mayer Gibb
I'm writing to tell you that ^{you need} to choose my monster because he is the kindest monster in the world. His name is Bobo-Bobo's second name is Carpenter - also this is a great offer for you.

Do you ever wonder what this strange monster like creature feels like or looks like? Well it is very picky it can also chat to you when you need emotional support or a calm chat. Bobo can help you with cleaning your children's mess or he ^{also} looks very strange: big head, slimy smooth & pink body, hot pink eyes and ~~serks~~ ^{serks} of green emerald sparks.

Reasons to buy my lovely monster one he is ^{you want it to} ~~gayer~~ than a cloud made out of cotton candy. ~~It~~ ^{It} helps you with your house if it is dirty; cleaning your bedrooms, washes up your dishes, cleans your clothes and buys you more ^{whashing} ~~pink~~ ^{whashing} ~~high~~ ^{whashing} ~~roads~~.
-> it needs a cleaner

You would ~~it~~ ^{deserted} ~~want~~ want a shabby, fat, pink dog ball ~~to~~ ^{to} ~~rest~~ ^{rest} her in the dust where it ~~doesn't~~ ^{doesn't} belong. Poor, sad, lonely child friendly gree monster did nothing wrong ^{to} ~~to~~ ^{to} ~~you~~ ^{to} ~~so~~ ^{so} therefor I think you should buy my ^{loving} ~~monster~~ ^{monster}, he really needs you.



Write a mini murder mystery story about Mr Forest - back on the case!

It was an eerie night, the trees were swaying upon the road. The road with flats was a man (a man called Mr Forest a detective) Mr Forest was a brilliant detective, some people would say here.

One sleepy afternoon, burgundy blood trickled ^{fastly} onto Mr Forest's work - his work he loved. Mr Forest wanted to know where the blood came from so he rushed up stairs wondering if he should sneeze in. Blood ~~was~~ scattered everywhere on the windows, on the floor and all over him.

Mrs Rose are you okay I heard a dreadful scream, Mr Forest asked in shock! Mr Forest Help I'm trapped, Mrs Rose sneakily ~~said~~ ^{replied} Mr Forest was so scared but he had the nerve to go in anyway.

Mr Forest's image-nation took control over him. He shoot her cold-blooded through the heart. Mr Forest stands in regret with Mrs Rose's blood on his hands. He thought to himself, what have I done? I am a bad person?



A new murder mystery!!!
Opening paragraph:

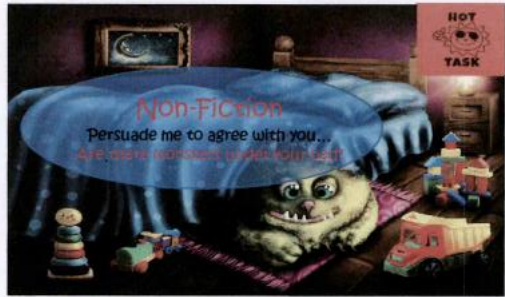
Blood ^{was} scattered everywhere under the gloomhands, into the hallways and a sight ~~of~~ ^{of} death ~~was~~ ^{was} ~~in~~ ⁱⁿ the glimmering lights glared upon the more as a blood red car moved along the glint rocks. The wind ~~howled~~ ^{howled} at the abandoned mansion ~~as~~ ^{as} the stars danced under the sapphire moonlight. Death was ~~looming~~ ^{looming} around waiting for its next victim! Whispers circled him ^{around} ~~DEATH!~~ ^{DEATH!} ~~DEATH!~~ ^{DEATH!} ~~shadow~~ ^{shadow} of demons haunt him. He ~~walked~~ ^{tipped} into the ~~house~~ ^{mega mansion} ~~where~~ ^{where} ~~he~~ ^{he} ~~was~~ ^{was} ~~murdered~~ ^{murdered} his self ~~as~~ ^{as} lightning struck a scream echoed through the walls and into his ~~ear~~ ^{ear} the murder was covered ~~up~~ ^{up} by the ~~murderers~~ ^{murderers}.



The night was getting smaller the stars started to get bigger a shiver rushed down his body. * The ~~sun~~ ^{sun} night turned into the day a ~~rainbow~~ ^{rainbow} ~~colored~~ ^{colored} sunset ~~rose~~ ^{rose} ~~over~~ ^{over} the night it was time to leave.

EXP - secure
Examples: end
of Year 6

Wednesday 21st May



Monsters are fake-believe me!

Many foolish people believe that there are monsters under their beds however, **Do NOT** believe them: monsters are just an illusion. Children are the majority of people who believe that there are monsters under their bed; even though everyone knows most children lie - that is a fact! It can also be known for adults to engineer fake monsters so, why the fake news.

First of all, have you ever seen a monster in your life or has anyone ever seen a monster in their life: **NO, NEVER**. In addition to this, claw marks, noises and screeches could be other animals like vermins and other small creatures. Monsters have been created by adults to scare children away but only smart people know they are not real. Why have we made this up?

Have you ever wondered why adults have invented these rumours? Well 99% of adults creating these rumours have got nothing to do in their day so they just create stupid stories to cause so much noise around the world - how ridiculous! You can believe in monsters as much you want but please don't fall into the trap

which was made foolish people, like an ignorant person

Please don't fall into the trap that was created by adults to ~~to~~ like monsters' claw marks crushing and hurting you down, that is just fantasy the world is real life not fantasy I repeat, not fantasy...



Write a mini murder mystery story about Mr Forest - back on the case!

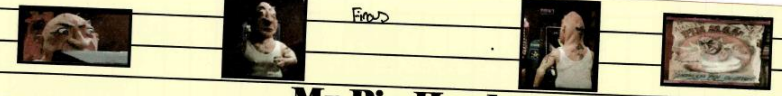
Mr Forest (an ex-detective) is miserable: his dreams were crushed. He was flicking through the newspaper, **WANTED: CRIMINAL ON THE LOOSE!** all of this made Mr Forest very miserable. Everything about animals and robbers made Mr Forest distraught - will he stay like this forever.

His room looked like nothing but a rubbish dump: books, scattered on the floor; newspapers, ripped to pieces; and pencils, broken and snapped. With chills running down his back, strange claret-red substance came trickling down from the ceiling; all the blood in Mr Forest's veins stopped moving - he knew this was a case of murder.

Without a second thought he ran, the flats' owners were glaring at him strangely. Mr Forest was being controlled by his imagination: his imagination took him too far. Breathlessly, he flung the door open, pulled his revolver and shot. He fell to the floor, he knew his life was doomed: he shot his neighbour.

He knew if he kept it a secret the police would get him sooner or later - it was Detective Detective.

As Mary jumped out of the bus, she could hear the seagulls squawking loudly - she knew that ~~entertainment~~ entertainment was waiting for her. She could see a variety of things: seagulls, squawking loudly; poster, ~~got~~ flapping wildly; and the ferns' winds, towering high. Mary's entertainment was being fulfilled by the seagulls' squawking. She could hear their wings from a mile away. As they neared the pier, Mary, who is a curious, mischievous girl, wandered into an unknown dark arcade despite the fact that she told not to go.



Mr Pin Head

Mary entered the arcade: was this a wise choice? Mr Pin Head who is a petrifying person, made Mary rethink her choices. However, she managed to ignore him but not for long. She can see he had many scary features: nose, arrow shaped; lips, motionless; eyes, dark and sinister; and worst of all he had pins in his bed, traumatising her eyes that went dry: her eyes were filled with fear. Her face was frozen by Pin Head. The temperature dropped, she could taste the bitter ice-cold air surrounding her. Immediately, something ~~was~~ caught her eye: it was a glossy-pink claw machine - this was it...

THE TIMES

Write a newspaper report based on the 'murder' or 'accident' at Langmoor Primary School



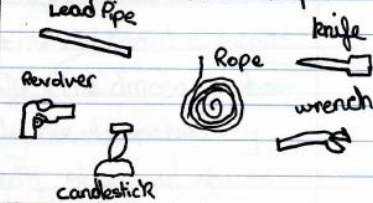
Murder Mystery - or Accident Assumption

On Monday 27th of May, a local school boy (Percy Spencer) was found dead at Langmoor Primary School. He was found lying on the floor motionless and blood was leaking from his head at Leicestershire, Oakby. The town's trusted detective (Bob) has gathered all of the information and evidence and has still not come to a conclusion: **is it with this be forever?**

Percy (a 12 year old boy) has short blonde with baby blue eyes and light pale face. On Monday 27 May, Mr Groom, the groundsman, has sighted that tragic and now the community has

become really scared for their children and are at extreme responsibility to keep their children safe.

Possible Murder Weapons



We also have a comment from Percy's brother (Colin Spencer): "That Murderer **AIN'T ME SO YOU BETTER KNOW WHAT YOUR ON ABOUT!**" Colin has recently been imprisoned because of a robbery and the Police thinks he is the murderer because

Percy didn't want to join in with the robbery, however, we also have other suspects: Mrs Nobody, Mr Pe, Mrs Caldwell, and Mrs Bomes.

Detective Bob and his staff have told us that the biggest suspect is Colin because he has a bigger reason to kill Percy; however, this is not confirmed information but we will still keep everyone up to date.

GD - secure
Examples: end
of Year 6

FLAMENCO

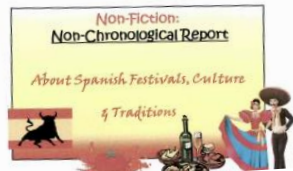
Flamenco is a Spanish genre of dance that dates back to the 1780s; it is considered as a traditional dance and practices ancient American customs. Flamenco dancers (or bailarinas) focus on expressing emotions with their dancing - they clap their hands, stamp their feet and use facial expressions to convey their emotions.



What do they do?

The dancers turn many different movements that make up the dance: Zapateo, stamping feet; Floresero, swirling hand movements; and Balaceo y Vaivén, swaying body movements. Dancers may also use hand-held percussion to snap as they dance: they enhance the performance.

Flamenco dance, Baile, can have many varying themes, such as for entertainment - which is traditionally performed in a Spanish coffee shop, or romantic - which is sometimes performed on a stage. These make up the vast world of Flamenco.



How old is it?

Flamenco dance is an ancient style of expressive dance that was very popular in the 18th century. Some of the roots and traditions came from the 15th century; there is evidence that some aspects of the art originate from the 14th.

The dress came from the mid-15th century, but the more modern version, that is like the one dancers use now, was made in the 18th. When they were first worn, they were worn by wealthy women on special occasions. At this time, they weighed an average of 25 kilos and were extremely hard to wear - the dresses were made of starched fabrics such as nylon.

However, when they were adapted for dancers, the dresses started to be made of fabrics such as poplin, linen or polyester; this reduced the weight a lot. After this, the performing dresses weighed only 10 kilos. On the other hand, some of the rehearsal edition dresses could weigh as little as 3 kilos - which isn't that little.

What does the dress look like?

Flamenco dancers wear colourful outfits with eye-catching, flying trains that are sent into the air when the dancer moves. The skirt has many patterned layers that are encrusted with extravagant ruffles and flaps. It often has a long train; this maximises the flight of the skirt.

Often, the colour of the dress mirrors the mood of the dance: congrating, scarlett; miserable, grey-blue; and entertaining, acid green. The pattern and style will definitely match the movements the dancer plans to make.



- Estampas: the look and mood of the outfit.
- Capi: costume: an outfit when flamenco is performed.
- Baile de corte: the performer's dress.
- Baile: swirling hand movements.
- Balaceo y vaivén: swaying body movements.
- Floresero: swirling hand movements.
- Zapateo: stamping feet movements.
- Baile: flamenco dance.

Lily, a strong-willed eight-year-old, was living with her grandfather when she made up her mind. Her mum died. Sad as this was, there was something more devastating about it - much more devastating.

A cold wind whistled and weaved throughout an ancient, run-down castle that used to belong to Jon, Lily's great grand-father. It now belongs to no-one; the house was left alone, but the stories remained. Stories of precious jewels: emeralds, glinting diamonds, glistening; and rubies, the size of baseball. All of these locked up in a mythical basement.

Pheobe - Lily's mum - lay dead on the icy, stone slabs of the basement, killed by her own stupidity. Naturally, Lily sensed Pheobe's unnatural tabe-ence, ~~at Lily~~ and decided to take the journey to Cogston Castle; she ached to steal the jewels once and for all.

BEEP. BEEP. BEEEE... "Oh, be quiet," moaned Lily groggily as she pounded the bar of her alarm-clock. She dressed, packed her bag and slinked out of the house, unnoticed.

She quietly slipped out of the garden and buried her lightly tanned hand into her plumed coat pocket and retrieved a sizeable wad of dollars. "\$35," she confirmed in a whisper, "That should cover the bus."

Page 1

The peeling, moth-eaten wallpaper grated Lily like an old friend. Lily planted her feet on the rouge, shaggy carpet of the moon bus, held her breath against the damp, moulded air and jabbed her thumb onto the ruby, rectangular button: EJECT.

Refreshing wind whistled in Lily's ears - the merciless air bit at her cheeks - she felt as if she were flying as she spun and twirled in the sky - she closed her eyes against the blinding sun...

Two sunshine-yellow, gas-leased, faintly-looking creatures laid their Aztec spears onto the flocculent ground as they hurried to pick Lily up. "NO!" she shrieked, holding a hand forward to stop the creatures, "Where's the jewels? Where's Mum?" "We spirits have no right to know that," they spoke in unison.

"Who DOES?" Lily demanded, bubbling up with rage. "Master A - he can be found beyond the palace gates." Without a word, Lily shoved the spirits aside, flung open the thick, mahogany doors and gambolled across the cotton-wool like ground towards a lanky, dark man with a bald head and ornate robes.

"YOU! YOU THEVING, YOU LYING, MURDERER!" "I - Take this!" his words came as a squeak from his guilty mouth as he showed forward a maroon, leather-bound book. He sank to his knees and crumbled to the floor; he was dead. Lily opened the book and three things happened at once: the words 'moon bus' appeared in silvery ink and the bus itself appeared, Lily quivered with shock; she scurried onto the bus and Page 2

showed money at the driver, her nerves tingled with uncertainty; and again she was soaring through the air, hope mingled with fear and shock in her heart. Once again, Lily landed without knowing it, but this time, instead of sunshine and rainbows, dark stone walls surrounded Lily. In front of her, a backpack-sized chest lay unlocked. Lily bounded across the cellar to reach it. She flung it open with a feeling of ecstasy and gaped at what she saw.

Mini publish - To publish a newspaper report based on 'Alma' missing group work drama.

MYSTERY TIMES

CASE REOPENED in hope to help missing children.

Alma Drake's poster. Michael Jones, an eight year-old boy, is added to the list of missing children. Sadly, Michael was never sighted after he was sent to Fall Mall by his Mother. So in hopes to solve Michael's and many of others' cases, Alma's case is reopened by the police detectives.



Alma has been missing for some time; many people are so desperate to find her. The Drake family, who are distraught, are working with detectives to discover Alma's whereabouts. It is known that she went missing when she was wearing a grey top, green trousers along with a pink body-warmer. Michael's favorite colour was orange; he was last seen wearing an orange shirt, trousers, shoes and hat.

Children have been disappearing for some time - as long as anyone can remember. Michael's neighbour comments, "Suzie, Derek, Lida

Loise, Noah, I can't remember when this started and I don't know when it will end. This is why detectives are searching Alma's files; there may be key evidence in there that will locate our missing children. Police. However, police are under pressure to solve the case before something bad happens...

So many children gone, so many families distressed. McRob and his committee of detectives are our only hope at this point. So much hope is placed on the previously discarded case files: will this be life or death? Will we ever see their faces again? Will the case ever be solved?



icy, winter gusts tore savagely at the runners: merciless. The unbearable cold bit into the girls' reddened cheeks and plucked tears from their anxious, dilated eyes. Their bulky skirts trailed across the snow; their tight corsets constricted their lung wheezing lungs and churning stomachs. The pair were intimidated by the unknown. Stumbling and tripping, the girls half pulled, half dragged each other forward. 'Silvia!' choked Bonnie, 'The wolves!' She was right. A myriad of snarling, howling wolves bounded away from the forest - towards the girls. Bonnie and Silvia's legs were reaching their limit - every fibre of them



yearned to stop - but they needed to run: they needed to live. They were out in the open, they were exposed. Only a few trees separated the girls and the wolves - life and death.