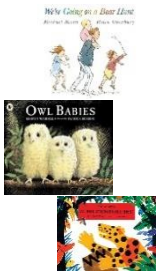
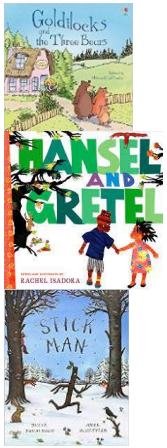
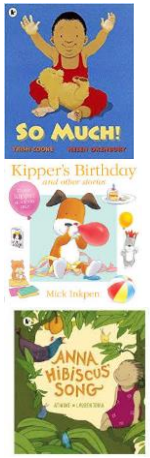
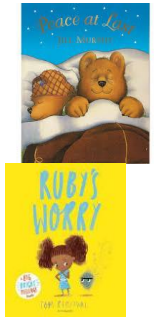
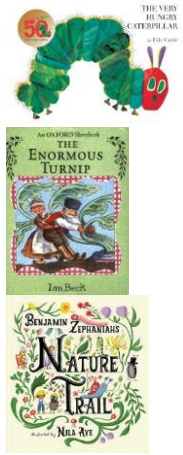
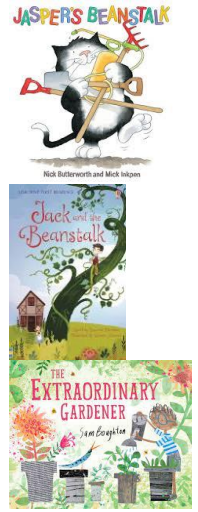
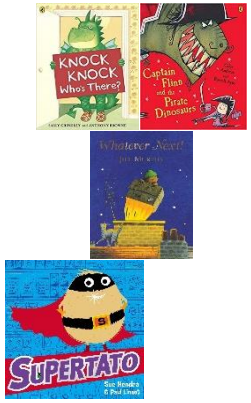
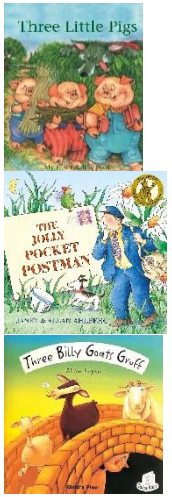
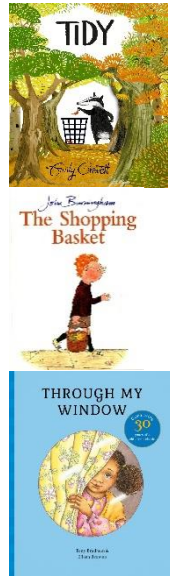
Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

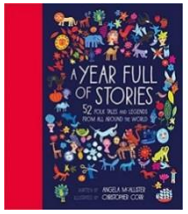
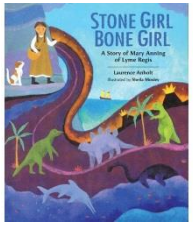
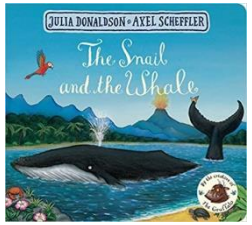
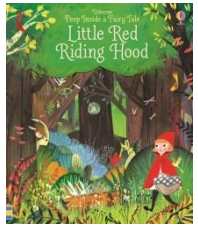
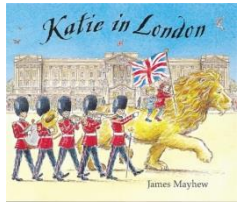
Knowledge and Skills Progression Map: English Writing

Our spiritual journey begins where children are at; what they need to know next so they remember more.

EYFS						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre Cycle 1	**Core Texts:** **1. Owl Babies** **2. We're Going on a Bear Hunt** **3. The Leopard's Drum** 	**Core Texts:** **1. Goldilocks and the Three Bears** **2. Stick Man** **3. Hansel & Gretel** 	**Core Texts:** **1. So Much** **2. Kipper's Birthday** **3. Anna Hibiscus Song** 	**Core Texts:** **1. Peace at Last** **2. Peepo** **3. Rubies Worries** 	**Core Texts:** **1. The Very Hungry Caterpillar** **2. The Enormous Turnip** **3. Nature Tail** 	**Core Texts:** **1. Jasper's Beanstalk** **2. Jack and the Beanstalk** **3. The Extraordinary Garden** 

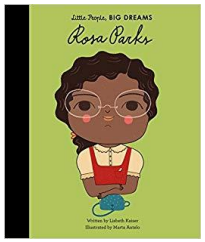
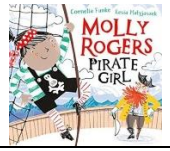
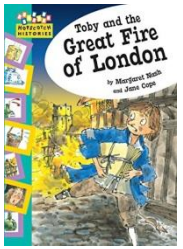
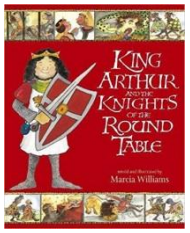
Core Text and Genre Cycle 2	**Core Texts:** **1. Baby Goes to Market (N)/ Lima's Red Hot Chilli ®** **2. Handa's Surprise** **3. Room on the Broom** 	**Core Texts:** **1. The Best Diwali Ever** **2. The Gingerbread Man** **3. The Christmas Story** 	**Core Texts:** **1. Rapunzel** **2. The Princess and the Pea** **3. George and the Dragon (N)/ The Worst Princess (R)** **4. Supertato** 	**Core Texts:** **1. Knock Knock Who's There? (N) / Captain Flinn and the Pirate Dinosaurs (R)** **2. Whatever Next!** **3. Supertato** 	**Core Texts:** **1. The Three Little Pigs** **2. The Jolly Postman** **3. Three Billy Goats Gruff** 	**Core Texts:** **1. Tidy** **2. The Shopping Basket** **3. Through my Window** 
Literacy Outcomes	Pre: To show interest in stories and listen to stories in a small group. N: To join in with patterned story language	Pre: To begin to have favourite books and characters and talk about them. N: To begin to identify the characters in familiar stories and start to	Pre: To experiment with making marks with different tools and materials. N: To begin to mark make for a purpose e.g. make a birthday card.	Pre: To know how to hold a book correctly, start at the beginning and turn pages. N: To sequence a story using pictures. R: To understand a narrative, sequencing a story using time	Pre: To begin to attach meaning to their mark making. N: To use mark making to represent their ideas and understand their ideas can be recorded as written	Pre: To talk about the pictures in books. N: To make simple inferences about stories using the illustrations and through discussions about the text.

	R: To retell and perform a story orally.	predict what might happen next. R: To describe the characters in familiar stories and structure stories with a beginning, middle and end.	R: To begin to write words, simple captions and their name e.g invitations, cards, lists.	connectives. To create story maps to reflect the narrative sequence.	words e.g. drawing illustrations for their own picture books with adults scribing their story. R: To begin to write simple sentences e.g. creating their own books.	R: To suggest alternative endings for stories and create their own versions of stories. Begin to join sentences in writing to create narratives.
Poetry and Rhyme	**Traditional finger rhymes** *e.g: Here's the Lady's Knives and Forks* *One two, buckle my shoe* *Five green and speckled frogs* *Two little dickie birds*		Simple story rhymes example Julia Donaldson		Songs and rhyme	
Essential Knowledge : Early Learning Goals						
Literacy: Writing	• Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
Physical Development: Moving and Handling	• Handle equipment and tools effectively, including pencils for writing.					

Year 1						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text**: A Year Full of Stories 	**Core Text:** Stone Girl Bone Girl 	**Core Text:** The Snail and the Whale 	**Core Text:** To be decided based on painting.	**Core Text:** Little Red Riding Hood 	**Core Text:** Katie in London 
Text Type	**Writing Outcome:** To retell and perform a **folk tale** from another country.	**Writing Outcome:** To write a **diary** entry.	**Writing Outcome:** To write a **postcard**.	**Writing Outcome:** poetry	**Writing Outcome:** To write a **fairy tale**	**Writing Outcome:** To write **Instructions** e.g. making a sandwich.
Poetry	**Poetry on a theme:** ***Poems about dinosaurs*** *e.g. Wayne the Stegosaurus – Ken Nesbitt* *Roar! – Paul Strickland*		**Performance poetry:** ***Funny Poems*** *e.g. Dad and the Cat and the Tree* - Kit Wright *Where Teacher's keep their pets – Paul Cookson*		**Poetic language:** ***Rhyming and repeating patterns*** *Down behind the dustbin – Michael Rosen* *Where go the boats – Robert Louis Stevenson* *Batman's Exercise Video - Ian McMillan* ***London related poems*** *The Old Man of Blackheath – Anon* *Buckingham Palace - AA Milne*	
Key Grammar and Punctuation	• separation of words with spaces • beginning to punctuate sentences using a capital letter and a full stop	• regular plural noun suffixes (-s, -es) • separation of words with spaces • sentence demarcation (. ! ?)	• Capital letters for names, places, days of the week and pronoun I • verb suffixes where root word is unchanged (-ing, -ed, -er)	• Sequencing sentences to form short narratives • un- prefix to change meaning of adjectives/adverbs	• regular plural noun suffixes (-s, -es) • Sequencing sentences to form short narratives • un- prefix to change meaning of adjectives/adverbs	• to combine words to make sentences, including using and • imperative verbs • sentence demarcation (.! ?)

Essential Knowledge (National Curriculum) Year 1	
Phonic and Whole Word Spelling	• words containing each of the 40+ phonemes taught. • common exception words. • the days of the week. • name the letters of the alphabet in order. • using letter names to distinguish between alternative spelling of the same sound.
Other Word Building Spelling	• using the spelling rule for adding –s or –es as the plural marker. • for nouns and the third person singular marker for verbs. • using the prefix un–. • using –ing, –ed, –er and –est where no change is needed in the spelling of root words. • apply simple spelling rules and guidance from Appendix 1.
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly. • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters. • form digits 0-9. • understand which letters belong to which handwriting 'families' and to practise these.
Contexts for Writing	
Planning Writing	• saying out loud what they are going to write about. • composing a sentence orally before writing it.
Drafting Writing	• sequencing sentences to form short narratives. • re-reading what they have written to check that it makes sense.
Editing Writing	• discuss what they have written with the teacher or other pupils.
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.
Vocabulary	• leaving spaces between words. • joining words and joining clauses using "and".
Grammar	• regular plural noun suffixes (-s, -es). • verb suffixes where root word is unchanged (-ing, -ed, -er). • un- prefix to change meaning of adjectives/adverbs. • to combine words to make sentences, including using **and.** • Sequencing sentences to form short narratives. • separation of words with spaces. • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I'.
Punctuation	• 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'.
Grammatical Terminology	• letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Year 2						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** Little People Big Dreams - Rosa Parks 	**Core Text:** Paper Bag Princess 	**Core Text:** The Pirate Cruncher  or Molly Rogers: Pirate Girl 	**Core Text:** To be decided based on painting.	**Core Text:** Toby and the Great Fire of London 	**Core Text:** King Arthur and the Knights of the Round Table 
Text Type	**Writing Outcome:** To write a **biography** of Rosa Parks.	**Writing Outcome:** To write a **fairy tale.**	**Writing Outcome:** To write an **adventure story** with a pirate hero.	**Writing Outcome:** Poetry	**Writing Outcome:** To write a **recount** of the events of the Great Fire – Samuel Pepys diary entry.	**Writing Outcome:** To write **Non-Chronological Report** about the UK
Poetry	**Performance poetry:** ***Classic poetry*** *The owl and the Pussycat – Edward Lear*		**Poetry on a theme:** ***Monsters*** *It's Behind You! Monster Poems by P. Cookson & D. Harmer* *The Monster Sale – Brian Moses*		**Poetic language:** ***Word choice for imagery*** – including noun phrases and **simile**	

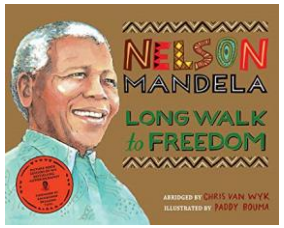
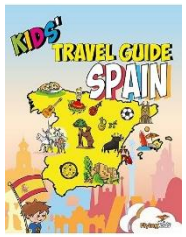
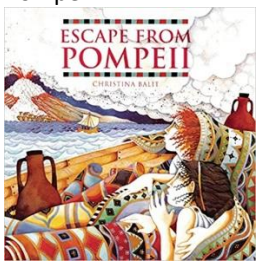
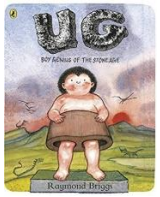
Key Grammar and Punctuation	• subordination (using when, if, that, or because) and coordination (using or, and, or but) • past tense	• expanded noun phrases to describe and specify • subordination (using when, if, that, or because) and coordination (using or, and, or but) • commas in lists	• suffixes to form new words (-ful, -er, -ness) • sentences with different forms: statement, question, command. exclamation • past progressive tense	• sentences with different forms: statement, question, command	• past tense • apostrophes for omission & singular possession • expanded noun phrases to describe and specify • sentences with different forms: statement, question, command	• the present and past tenses correctly and consistently including the progressive form. • expanded noun phrases to describe and specify •

Alan Peat Sentence types	• BOYS sentences	• 2A sentences • List Sentences	• 2A sentences • BOYS sentences • All the Ws • Short sentences		• Short • 2A sentences • BOYS sentences	• 2A sentences • List sentence
Essential Knowledge (National Curriculum) Year 2						
Phonic and Whole Word Spelling	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • learning to spell common exception words. • distinguishing between homophones and near-homophones.					
Other Word Building Spelling	• learning the possessive apostrophe (singular). • learning to spell more words with contracted forms. • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • apply spelling rules and guidelines from Appendix 1.					
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.					
Handwriting	• form lower-case letters of the correct size relative to one another. • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • use spacing between words that reflects the size of the letters.					
Contexts for Writing	• writing narratives about personal experiences and those of others (real and fictional). • writing about real events. • writing poetry. • writing for different purposes.					
Planning Writing	• planning or saying out loud what they are going to write about.					
Drafting Writing	• writing down ideas and/or key words, including new vocabulary. • encapsulating what they want to say, sentence by sentence.					
Editing Writing	• evaluating their writing with the teacher and other pupils. • 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. • proofreading to check for errors in spelling, grammar and punctuation.					
Performing Writing	• read aloud what they have written with appropriate intonation to make the meaning clear.					
Vocabulary	• expanded noun phrases to describe and specify.					

Grammar	• sentences with different forms: statement, question, exclamation, command. • the present and past tenses correctly and consistently including the progressive form. • subordination (using when, if, that, or because) and coordination (using or, and, or but). • some features of written Standard English. • suffixes to form new words (-ful, -er, -ness). • sentence demarcation.
Punctuation	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
Grammatical Terminology	• noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, verb tense (past, present) , apostrophe, comma.

Alan Peat Sentence Types

Sentence Type	Example	Rule
2A sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.
BOYS sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma (,) and the last part always begins with a connective.
List Sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.	A list sentence must have 3 or 4 adjectives before the noun. Use **and** between the final 2 adjectives
Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.
All the Ws sentences	Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes?	Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?

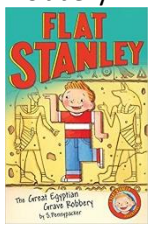
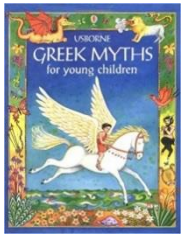
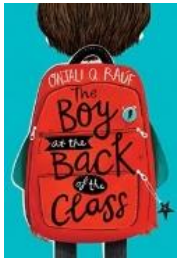
Year 3						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** A Long Walk to Freedom 	**Core Text: texts on Spain** 	**Core Text:** Escape from Pompeii 	**Core Text:** To be decided based on painting	**Core Text:** UG Boy Genius of the Stone Age. 	**Core Text: River Journeys Thames** 
Text Type	**Writing Outcome:** To write a **historical recount** about Nelson Mandela.	**Writing Outcome:** To write a **non-chronological report**	**Writing Outcome:** To write an **adventure story.**	**Writing Outcome:** Poetry	**Writing Outcome:** To write a **historical narrative/ legend** set in the Stone Age.	**Writing Outcome:** To write a **persuasive piece** of writing e.g. a letter to Govn regarding clean waterways.
Poetry	**Performance poetry** ***Pattern and Rhyme - Free Verse & Rap*** *Heard it in the Playground – Allan Ahlberg*		**Poetry on a theme** *(opportunity to link to NG painting)* ***Poetry to express emotion*** *Michael Rosen's A – Z of emotion by Michael Rosen*		**Poetic language** ***Calligrams, poetic portraits and shape Poems*** Apes to Zebras: An A-Z of shape poems – liz Brownlee, Sue Hardy-Dawson & Roger Stevens.	
Key Grammar and Punctuation	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • choosing nouns or pronouns	• use the correct form of 'a' or 'an'. • in non-narrative material, using simple organisational devices (headings & subheadings).	• form nouns using prefixes (super-, anti-). • using conjunctions, adverbs and prepositions to express time and cause (and place).	• word families based on common words (solve, solution, dissolve, insoluble).	• using and punctuating direct speech with inverted commas • begin to use fronted adverbials	• using the present perfect form of verbs in contrast to the past tense.

	appropriately for clarity and cohesion and to avoid repetition.					
Alan Peat Sentence types	Doubly –ly ending	List sentences	• As-ly		• __ing, __ed	
Essential Knowledge (National Curriculum) Year 3						
Phonic and Whole Word Spelling	• spell further homophones. • spell words that are often misspelt (Appendix 1).					
Other Word Building Spelling	• use further prefixes and suffixes and understand how to add them. • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • use the first 2 or 3 letters of a word to check its spelling in a dictionary.					
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • increase the legibility, consistency and quality of their handwriting.					
Contexts for Writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.					
Planning Writing	• discussing and recording ideas. • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.					
Drafting Writing	• organising paragraphs around a theme. • in narratives, creating settings, characters and plot. • in non-narrative material, using simple organisational devices (headings & subheadings).					
Editing Writing	• assessing the effectiveness of their own and others' writing and suggesting improvements. • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • proofread for spelling and punctuation errors.					
Performing Writing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
Vocabulary	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • using conjunctions, adverbs and prepositions to express time and cause (and place).					
Grammar	• using the present perfect form of verbs in contrast to the past tense. • form nouns using prefixes (super-, anti-).					

	• use the correct form of 'a' or 'an'. • begin to use fronted adverbials. • word families based on common words (solve, solution, dissolve, insoluble).
Punctuation	• using inverted commas to punctuate direct speech.
Grammatical Terminology	• preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').

Alan Peat Sentence Types

Sentence Type	Example	Rule
As –ly	As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called 'evaporation'.	The first part of the sentence opens with an action description which starts with the word 'as'… and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.
__ing, __ed	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away.	The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.
Doubly –ly ending	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. He tiptoed quietly and carefully.	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.

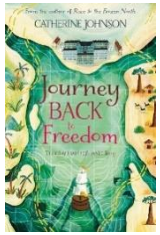
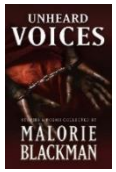
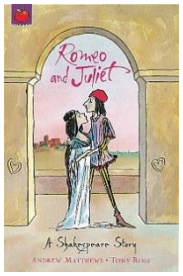
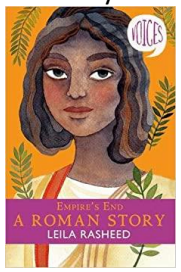
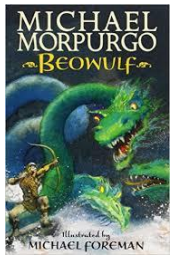
Year 4						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** Coming to England  	**Core Text:** I was there Tutankhamun's Tomb 	**Core Text:** Flat Stanley: The Great Egyptian Grave Robbery  *Alternative: The Time Travelling Cat and the Egyptian Goddess.*	**Core Text:** To be decided based on painting.	**Core Text:** Greek Myths 	**Core Text:** The Boy at the Back of the Class 
Text Type	**Writing Outcome:** **Historical Recount** – write a recount of coming to Britain on Windrush.	**Writing Outcome:** **Newspaper article** – Discovery of Tutankhamun's tomb.	**Writing Outcome:** **Mystery Story** set in Egypt.	**Writing Outcome:** *poetry*	**Writing Outcome:** Write a Greek **Myth.**	**Writing Outcome:** **Personal Narrative** – diary of a refugee / a strange week at school
Poetry	**Performance poetry** ***Odes and insults*** *e.g. To a Skylark – Percy Bysshe Shelley* *Selection of odes e.g: Spaghetti, Spaghetti – Lack Prelutsky; Ode to a Chestnut on the Ground – Pablo Neruda.* *<u>Or</u> We Refugees – Benjamin Zephaniah* *Island Man – Grace Nichols*		**Poetry on a theme** *(opportunity to link to NG painting)* ***Water cycle*** *(link to mini topic)* *Summer Shower – Emily Dickinson* *River – Valerie Bloom* *What does the River Know? – Charlie Malone*		**Poetic form & language** ***1) List poems, including kennings. Word choice for imagery – simile, alliteration and onomatopoeia.*** *e.g. Land of the Ocean Noise – Anon* *Squirrel – Celia Warren* ***2) Syllabic poems*** *- Haikus, Tankas or Cinquains.*	

Key Grammar and Punctuation	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	• using and punctuating direct speech (including punctuation within and surrounding inverted commas). • using fronted adverbials. • using commas after fronted adverbials.		• difference between plural and possesive -s. • indicating possession by using the possessive apostrophe with singular and plural nouns.	• Standard English verb inflections (I did vs I done). • extended noun phrases, including with prepositions.
Alan Peat Sentence types	• With a(n) action, more action	• 2A Sentences	• Verb, person	Choice of sentence type for required outcome	• With a(n) action, more action	• Emotion, comma
Essential Knowledge (National Curriculum) Year 4						
Phonic and Whole Word Spelling	• spell further homophones. • spell words that are often misspelt (Appendix 1).					
Other Word Building Spelling	• use further prefixes and suffixes and understand how to add them. • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • use the first 2 or 3 letters of a word to check its spelling in a dictionary.					
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • increase the legibility, consistency and quality of their handwriting.					
Contexts for Writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.					
Planning Writing	• discussing and recording ideas. • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.					
Drafting Writing	• organising paragraphs around a theme in narratives, creating settings, characters and plot. • in non-narrative material, using simple organisational devices.					

Editing Writing	• assessing the effectiveness of their own and others' writing and suggesting improvements. • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • proofread for spelling and punctuation errors.
Performing Writing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	• extending the range of sentences with more than one clause by using a wider range of more sophisticated conjunctions e.g. although, therefore, due to, which. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Grammar	• using fronted adverbials • difference between plural and possessive -s. • Standard English verb inflections (I did vs I done). • extended noun phrases, including with prepositions. • appropriate choice of pronoun or noun to create cohesion.
Punctuation	• using commas after fronted adverbials. • indicating possession by using the possessive apostrophe with singular and plural nouns. • using and punctuating direct speech (including punctuation within and surrounding inverted commas).
Grammatical Terminology	• determiner, pronoun, possessive pronoun, adverbial.

Alan Peat Sentence Types

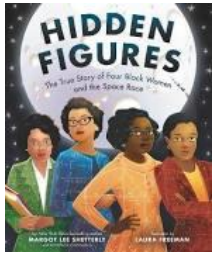
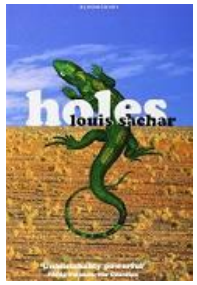
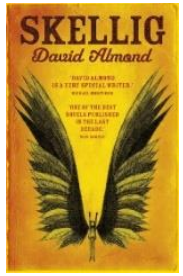
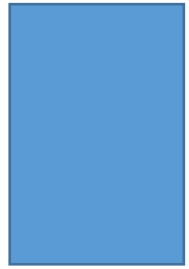
Sentence Type	Example	Rule
2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.
Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use.
Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence
With a(n) action, more action	With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)…' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.

Year 5						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** Journey Back to Freedom / Unheard Voices  	**Core Text:** Romeo & Juliet 	**Core Text:** Empire's end: A Roman Story 	**Core Text:** To be decided based on painting.	**Core Text:** Shackleton's Journey **or/ and** Ice Trap 	**Core Text:** Beowulf 
Text Type	**Writing Outcome:** **Persuasive** writing on an ending slavery.	**Writing Outcome:** Choice of writing linked to chosen play e.g. Midsummer Night's Dream – **natural setting description / dialogue between characters**).	**Writing Outcome:** Write **an historical adventure story** set in Roman London.	**Writing Outcome:** *Poetry*	**Writing Outcome:** Write a **biography** of Ernest Shackleton.	**Writing Outcome:** Write a **myth or legend.**
Poetry	**Performance poetry** ***Poems from the same poet.*** *McCavity the Mystery Cat – T.S. Elliot*		**Poetic language** *(opportunity to link to NG painting)* ***Word choice for imagery –*** *simile, metaphor and personification.* *e.g. The Words of Poems – Carol Anne Duffy*		***Poems on a theme: The sea (link to Vikings)*** *The Kraken – Alfred Lord Tennyson* *The Sea's Hands – George Szirtes* *Sounds of the Sea – James Berry*	

	Old Possum's Book of Practical Cats. – T.S. Elliot		*A Matter of Holes – Grace Nichols* *Personal Helicon – Seamus Heaney*			
Key Grammar and Punctuation	• using modal verbs or adverbs to indicate degrees of possibility. • verb prefixes.	• devices to build cohesion, including adverbials of time, place and number.	• using the perfect form of verbs to mark relationships of time and cause. • devices to build cohesion, including adverbials of time, place and number.	*Choice of grammar for required outcome.*	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • using brackets, dashes or commas to indicate parenthesis.	• converting nouns or adjectives into verbs. • using commas to clarify meaning or avoid ambiguity in writing
Alan Peat Sentence types	• 3 bad – (dash) question?	• O. (I.)	• 2 pairs sentences • Name – adjective pair – sentences	• Choice of sentence type to suit required outcome	• Noun, which/who/where • Main point- in short, sentence type	• 3__ed
Essential Knowledge (National Curriculum) Year 5						
Transcription – **Phonic and Whole Word Spelling**	• spell some words with 'silent' letters. • continue to distinguish between homophones and other words which are often confused. • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.					
Transcription – **Other Word Building Spelling**	• use further prefixes and suffixes and understand the guidance for adding them. • use dictionaries to check the spelling and meaning of words. • use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.					
Handwriting	• write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.					
Contexts for Writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.					

	• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning Writing	• note and develop initial ideas, drawing on reading and research where necessary.
Drafting Writing	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • précising longer passages. • using a wide range of devices to build cohesion within and across paragraphs. • using further organisational and presentational devices to structure text and to guide the reader.
Editing Writing	• assessing the effectiveness of their own and others' writing. • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • ensuring the consistent and correct use of tense throughout a piece of writing. • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • proofread for spelling and punctuation errors.
Performing Writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus. • using expanded noun phrases to convey complicated information concisely. • using modal verbs or adverbs to indicate degrees of possibility.
Grammar	• using the perfect form of verbs to mark relationships of time and cause. • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • converting nouns or adjectives into verbs. • verb prefixes. • devices to build cohesion, including adverbials of time, place and number.
Punctuation	• using commas to clarify meaning or avoid ambiguity in writing. • using brackets, dashes or commas to indicate parenthesis.
Grammatical Terminology	• modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Alan Peat Sentence Types		
Sentence Type	**Example**	**Rule**
3 __ed	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	Stars with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.
2 pairs sentences	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by and
3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negative followed by a dash and then a question which relates to the three adjectives.
Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.
O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	The first sentence tells the reader a character's outward action and the second reveals their true feelings. If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.

Year 6						
Book Approach to Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** Hidden Figures 	**Core Text:** Cogheart 	**Core Text:** Holes 	**Core Text:**	**Core Text:** Skellig 	**Core Text: musical script** 
Text Type	**Writing Outcome:** Write an **autobiographical account** of Katherine Johnson • Write a persuasive text (2-sided argument) for Head boy / girl	**Writing Outcome:** Write a **suspense story** set in Victorian times. Settings / character descriptions	**Writing Outcome:** Write a **non-chronological report** on lizards of Western USA	**Writing Outcome:** Poetry and Preparing for Year 7	**Writing Outcome:** Write an adventure story	**Writing Outcome:** Write an extra scene for the school musical
Poetry	**Performance poetry** ***Choral and performance poems*** *Goldilocks on CCTV – John Agard* *Whose Dem Boots? – Valerie Bloom*		**Poetry on a theme** *(link to NG painting)*		**Poetic Language** ***Dialogue poems***	

Key Grammar and Punctuation	• Recap: using modal verbs or adverbs to indicate degrees of possibility. • Using semi-colons and dashes to mark independent clauses • Using the perfect form of verbs to mark relationships of time and cause.	• Using a semi-colon to replace but • Using hyphens to avoid ambiguity • Further cohesive devices such as grammatical connections and adverbials.	• Using bullet points consistently • Using a colon to introduce a list • Using passive voice to affect the presentation of information in a sentence.		• Using colons to separate independent clauses • Differences in formal and informal language • formal speech	• recap: using commas to clarify meaning or avoid ambiguity in writing
Alan Peat Sentence types	• Emotion-Consequence	• Tell: show 3 examples sentence	• The more, the more		• De:De sentence • Some; other	• Irony sentence • Imagine 3
Essential Knowledge (National Curriculum) Year 6						
Transcription – **Phonic and Whole Word Spelling**	• spell some words with 'silent' letters. • continue to distinguish between homophones and other words which are often confused. • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.					
Transcription – **Other Word Building Spelling**	• use further prefixes and suffixes and understand the guidance for adding them. • use dictionaries to check the spelling and meaning of words. • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.					
Handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • choosing the writing implement that is best suited for a task.					
Contexts for Writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.					

Planning Writing	• note and develop initial ideas, drawing on reading and research where necessary.
Drafting Writing	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • précising longer passages. • using a wide range of devices to build cohesion within and across paragraphs. • using further organisational and presentational devices to structure text and to guide the reader.
Editing Writing	• assessing the effectiveness of their own and others' writing. • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • ensuring the consistent and correct use of tense throughout a piece of writing. • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • proofread for spelling and punctuation errors.
Performing Writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus. • using expanded noun phrases to convey complicated information concisely. • using modal verbs or adverbs to indicate degrees of possibility.
Grammar	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • using passive verbs to affect the presentation of information in a sentence. • using the perfect form of verbs to mark relationships of time and cause. • differences in informal and formal language. • synonyms & Antonyms. • further cohesive devices such as grammatical connections and adverbials. • use of ellipsis.
Punctuation	• using hyphens to avoid ambiguity. • using semicolons, colons or dashes to mark boundaries between independent clauses. • using a colon to introduce a list. • punctuating bullet points consistently.
Grammatical Terminology	• subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Alan Peat Sentence Types		
Sentence Type	**Example**	**Rule**
De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	Two independent clauses (they make sense on their own) are separated by a colon (:) • first clause is descriptive • The second adds further detail
Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	Some; others sentences begin with the word some and have a semi-colon to replace the word but. There is no capital letter after the semi-colon.
Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with: • The word imagine • Then describes three parts of something • The first two parts are separated by commas • The third ends with a colon
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.
'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.
Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.
Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.