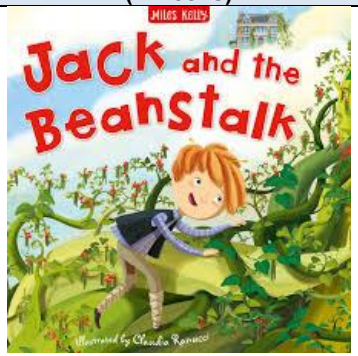
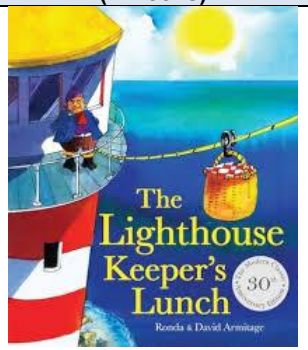
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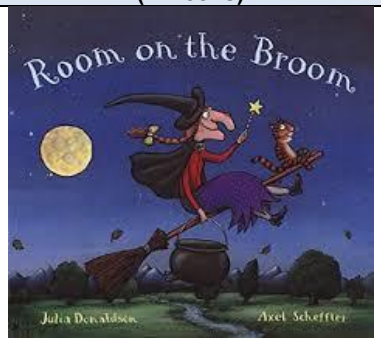
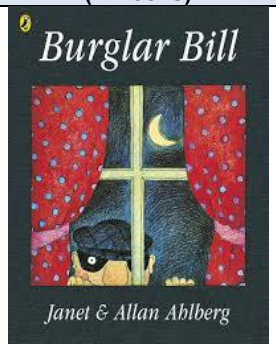
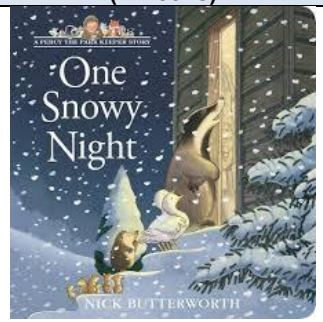
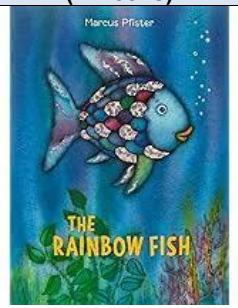
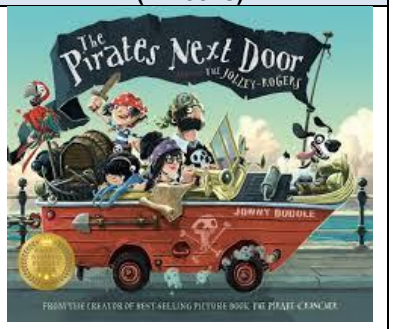
	Year 1 Phase 1 (Approx. 8 weeks) Writing individual sentences using basic skills			
	Unit 1 (2 weeks)	**Unit 2 (2 weeks)**	**Unit 3 (2 weeks)**	**Unit 4 (2 weeks)**
Text				
Week 1	Week One: Name is_____ (Emotion) Meg is sad. Mog is happy.	Week One: Name has _____ (noun) Sam has a toy. Sam has a new toy. Sam has an enormous toy.	Week One: The ____ is _____ (adj or verb) The boy is upset. The boy is running.	Week One: The ____ was _____ (verb)_____ (where) The frog was jumping in the pond.
Week 2	Week Two: I am _____ (adj/verb) I am running. I am chasing a cat. I am happy. I am feeling cross.	Week Two: I have (noun phrase) I have a bucket. I have some sweets.	Week Two: A _____is (verb) A boy is running. A dog is barking at the cat.	Week Two: The name (plural) were _____ The frogs were jumping (on the lily pad).

Phase 1 Lesson structure:

2 week Structure:

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Vocabulary and context of the new book	Reading Retrieval	Hold and write a sentence	Innovate sentence focusing on a skill	Independently apply sentences learned so far
Week Two	Reading Infer	Reading Sequence / Predict	Hold and write a sentence	Innovate sentence focusing on a skill	Independently apply sentences learned so far

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	Year 1 Phase 2 (Approx. 10 weeks) Writing two cohesive sentences				
	Unit 1 **(2 weeks)**	**Unit 2** **(2 weeks)**	**Unit 3** **(2 weeks)**	**Unit 4** **(2 weeks)**	**Unit 5** **(2 weeks)**
Text					
Week 1	Name _____ . He /she_____ . (subject sustained) Fred likes to play with Sarah. He plays hide and seek.	The _____. It _____. The dog ran away. It was scared.	Name _____. Her / his Percy put a scarf on. His neck was cold. Polly was very excited. Her cake was cooked.	The _____. It / they / their (focus on plural s) The bubbles were big. They were floating on top of the water.	I like_____. She / he/ they/ their / it/ his/ her (present tense) I like the witch. She is kind to all the animals. I like the broom. It has lots of room for the animals. I like the dragon. His fire is scary.
Week 2	The _____. He / She _____. The witch was sad. She lost her wand.	Name _____. It (Object sustained not the subject) The dog found a bone. It looked juicy.	The _____. Her / his / he / she / it The cat was jumping. It wanted to play. The cat scratched Poppy. She was cross. Her cat was very naughty.	The _____. They / she / he / it The scales were shiny. They looked beautiful.	I went / saw etc any verb_____. We / they / she / he / it / (past tense) I saw my friends at the park. We played on the swings. I went very high. It was fun. I watched Sam play football. He was really good.

Phase 2 Lesson structure:

This phase is almost identical to Phase One. However, on the "hold and write a sentence" day, the focus shifts toward developing cohesion between sentences, rather than generating the initial sentence. If children have successfully completed Phase One, they should already be confident in holding and writing a sentence and generating the initial sentence. . The key progression here is sustaining the subject or object into a second sentence to create cohesion. The new learning objective is: LO: To write cohesively. The skills lessons remain the same in content as those in Phase One.

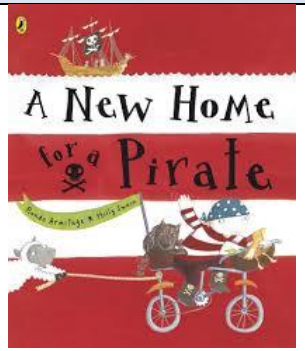
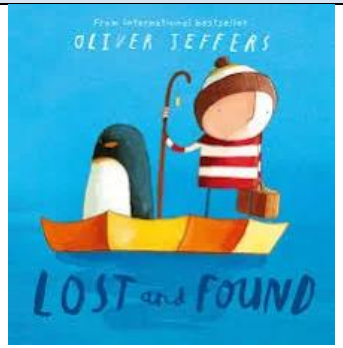
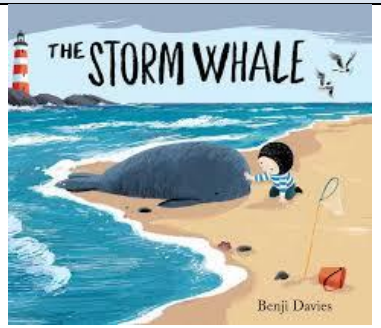
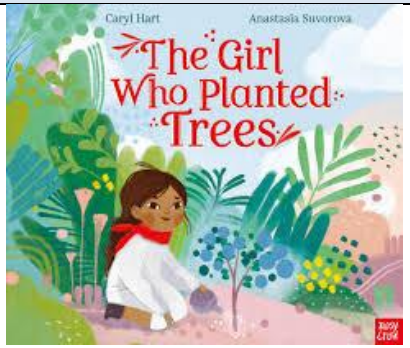
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Objectives to be covered over 18 weeks during Phase 1 and Phase 2

A generic checklist should be used in every lesson to reinforce key writing skills: capital letters, full stops, finger spaces, writing on the line, and sounding out words. This checklist should be supported by visual resources in the classroom, such as displays or bookmarks in writing books. However, we must not assume that children automatically understand these skills just because we refer to the checklist. They need to be explicitly taught. The Day Four skill lesson provides an opportunity to focus on these foundational skills in greater depth. Teachers should select from the list below to deliver focused, explicit teaching. Each bolded National Curriculum objective must be taught and revisited until it is securely embedded. Teachers can also choose an orange 'small step' to focus on. Coverage should be tracked carefully. Please note: "Sound out words" has not been included as an explicit skills lesson, as this should be addressed through the phonics scheme and embedded in every lesson. An example is provided under each skill area to demonstrate how to combine statements to create a Learning Objective and Success Criteria.

LO: to learn to use finger spaces	**LO: to use capital letters**	**LO: to hold a pencil correctly** **LO: to sit at the table correctly**	**LO: form accurate handwriting**	**LO: to use full stops**
• To identify orally, words within a sentence • To know the difference between letters and whole words • To hold and orally recall a sentence before writing making it clear where finger spaces would be • To consistently leave a finger space between each word • To ensure the sizing of the finger spaces is consistent	• *Link the lowercase letters to the uppercase letters* • *Start new sentences with a capital letter* • *Form Capital letters accurately* • *Know that SCOWMPKVXZ do not change shape, just size and ensure these care clearly larger than lowercase letters* • Demarcate sentence with a capital letter at the beginning of a line. • Demarcate sentence with a capital letter within a line. • *To apply capital letters to people's names within sentences* • *To apply capital letters to names of places* • To know the difference between nouns that do and do not need a capital letter • To use a capital letter for 'I	•Sit with body lifted and feet flat. • Page to be held and paper to be positioned to enable the child to see their writing • To use a tripod grip • To ensure the pencil tip is visible	• Ensure all letters touch the line • Tall letters are tall (to the line or almost touching the line) • Small letters are small • Small letters are consistent in size I family - i l t j u y C Family - c o a d g q s e R family - r n m h p b k Odd family - v w f x z	• Demarcate sentence with a full stop a the end of a line. • Demarcate sentence with a full stop within a line. • Place the full stop on the line • Ensure the full stop is visible e.g. purposeful dot • Ensure there is a small gap between the last word of the sentence and the full stop
LO: To use finger spaces	LO: To use capital letters	LO: To hold a pencil correctly	LO: form accurate handwriting	LO Use full stops
SC: 1. To identify orally, words within a sentence 2. To hold and orally recall a sentence before writing making it clear where finger spaces would be	SC: 1. *Link the lowercase letters to the uppercase letters* 2. *Start new sentences with a capital letter*	SC: 1. To use a tripod grip 2.To ensure the pencil tip is visible	SC: 1. Tall letters are tall (to the line or almost touching the line) 2. Small letters are small	SC: 1. Demarcate sentence with a full stop within a line. 2. Place the full stop on the line

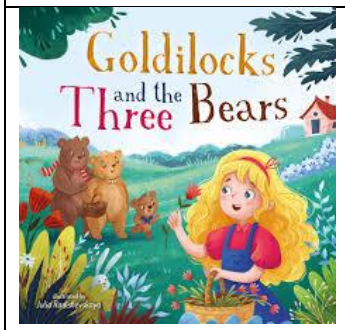
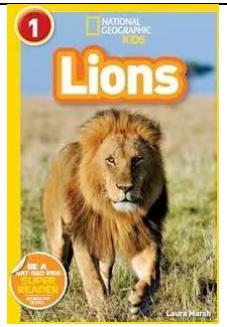
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	Year 1 Phase 3 (Approx. 8 weeks) Sustaining cohesion with different sentence types and conjunctions.			
	Unit 1 **(2 weeks)**	**Unit 2** **(2 weeks)**	**Unit 3** **(2 weeks)**	**Unit 4** **(2 weeks)**
Text				
Week 1	And in a list actions Jed was a pirate. He sailed on a boat. He caught fish and crabs. The crabs had 6 legs and two pincers. They were long.	And in a conjunction I went to the park. It was very busy. I played on the swings and I jumped on the trampoline. It was fun. I went really high in the air.	And in a conjunction I went to the park. It was very busy. I played on the swings and I jumped on the trampoline. It was fun. I went really high in the air.	Questions who (person or animal name in the answer) and where (location of the person or object) Who went to the arctic? The penguin went to the arctic. He was lost. He wanted to find a cold place to stay. Where was the boy going? The boy was going home. He missed his mum and dad. He wanted a cuddle.
Week 2	And in a list verbs and emotions Jed was a pirate. He was slipping and sliding on the deck. It was very slippery. Jed was feeling sad and frustrated. He wanted to get to the treasure.	And in a conjunction I went to the park. It was very busy. I played on the swings and I jumped on the trampoline. It was fun. I went really high in the air.	Questions Why (reason in answer)and What (action or object answer) Why are you squawking? My nest has fallen on the floor. It is broken and wet. The monkey threw it on the floor. He is very naughty. What is in your bag? I have got a drink and crisps. They are heavy.	Exclamation mark Bob fell of the ladder. He hurt his knee and elbow. Oh no! It really hurt. Bob put a plaster on his knee. It was bleeding and it wouldn't stop. Bob was sad!

Phase 3 Lesson structure:

Now that all core sentence structures are in place and pupils are confident in writing cohesively, we gain an additional skills lesson in the week. On the first skills day, the focus is on teaching the new skill as a standalone application. Children will still apply the skill within a sentence, but not yet within an extended piece of writing. On the second skills day, the same skill is then applied cohesively, within a sustained section of writing to build fluency and depth.

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Year 1 Phase 4 (Approx. 9 weeks) Writing around 50 words cohesively for a purpose		
Unit 1 **(3 weeks)**	**Unit 2** **(3 weeks)**	**Unit 3** **(3 weeks)**
Character Description	**Recount**	**Non-chronological report**
		
Skills • Ask questions and use question marks • Use and in a list • Use and as a conjunction What does Jack look like? Jack has brown and black hair. It is messy. He never washes it and he never brushes it. Jack has long legs. He is good at climbing and jumping over fences.	Skills • Use exclamation marks and as a conjunction I saw a pig. It was pink and black. It was rolling around in the mud and it was very dirty. The pig said OINK! It made me jump.	Skills • Ask Questions and use question marks • Use and in a list • Use and as a conjunction What do lions eat? Lions eat meat. They are carnivores. They like to eat Zebras and Buffalos. Lions catch Zebras. They hide in the long grass and wait for the zebras to walk by. The lions run and leap. They catch the Zebra and they eat it all up.

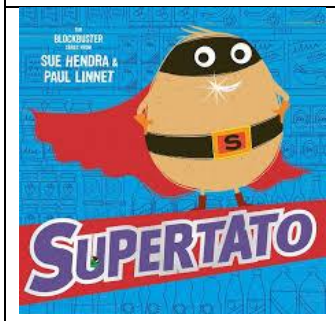
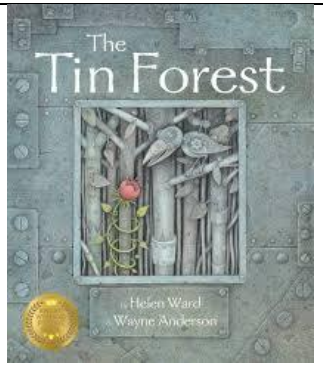
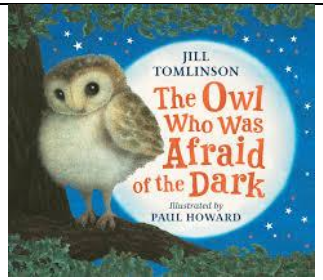
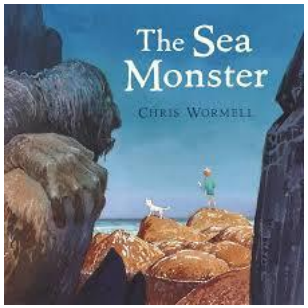
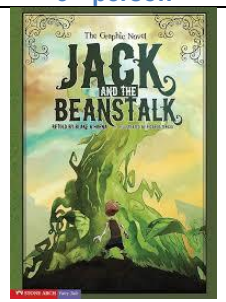
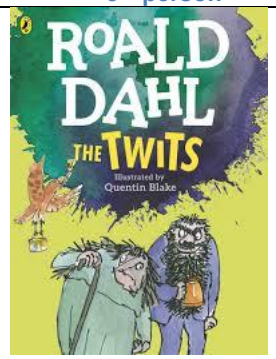
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Objectives to be covered during Phase 3 and Phase 4

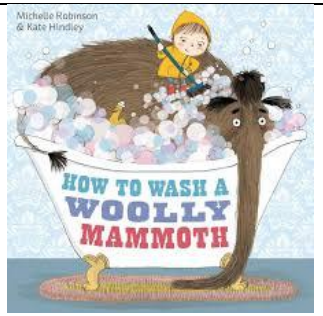
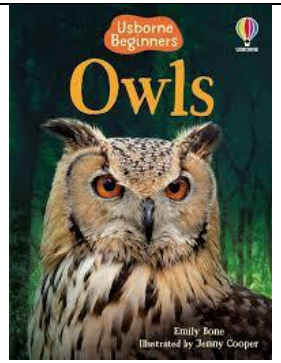
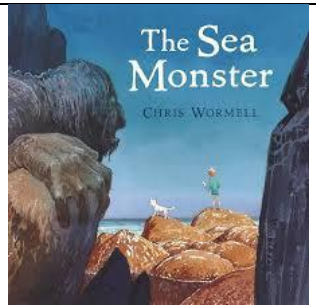
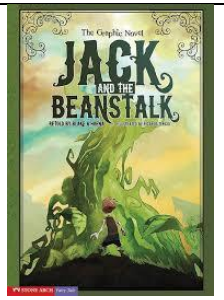
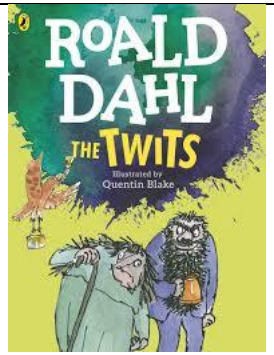
A generic checklist is still to be used in every lesson where you refer to: capital letters, full stops, finger spaces, writing on the line, sound out words. Cohesion is to be mentioned and sustained in all writing lessons.

LO: to use and in a list	LO: to use and as a conjunction	LO: to write questions using a question mark	LO: to use exclamation marks
• Generate two linked objects • Generate two linked actions • Generate two linked emotions • To use 'and' to join words e.g. fish and chips • To ensure words are linked • Vary the location of the and (within and at the end)	• To use 'and' to join clauses together • To ensure both clauses make sense alone (*I went to the shops and I bought a packet of crisps- these are cohesive facts. I went to the shops and I went to the national trust- this is not cohesive)* • To combine extended 'and' sentences and short sentences into a narrative	• To understand that a question requires an answer • To explain when you do and do not need a question mark • To apply question stems: Who – Person or name of an animal Why – The reasons for an action or feelings What – The name of the object or the action a character is doing Where – The name of the location (which could be a proper noun CL) • To include a question within a narrative (of statements) and ensure that all sentences are demarcated accurately.	• To explain that an exclamation mark is used when a sentence or word is said with feeling • To use exclamation marks to express happiness – That is wonderful! • To use exclamation marks to express sadness – I am so sad! • To include an exclamation within a narrative (of statements) and demarcate accurately

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	Year 2					
	Autumn 1 (7 weeks & 3 days)	**Autumn 2 (6 weeks & 4 days)**	**Spring 1 (5 weeks & 4 days)**	**Spring 2 (4 weeks & 4 days)**	**Summer 1 (6 Weeks)**	**Summer 2 (7 weeks)**
Text 1	**Character Description**	**Setting Description**	**Character and Setting Description**	**Simple Middle - Retell** 1st person	**Simple Retell Beginning, Middle and End** 3rd person	**Simple Retell Beginning, Middle and End** 3rd person
						
	Skills • To write statements-factual (noun and verb) • To use and to join clauses • To use an adjective to describe a noun at the end of a sentence-texture, colour, size and characteristics. E.g Supertato is brave.	Skills • Expanded noun phrases of colour, shape, size, texture-combine before the noun. • Commas in a list • Use and / but in cohesive sentences	Skills • Use relevant emotion adjectives-expanded noun phrase. • To sustain past tense using 'ed' • Use ly adverbs within sentences to describe moving (not at the beginning)	Skills • Vary category of adjectives before noun • Use apostrophes to mark singular possession • Past progressive verbs.	Skills • Vary the category, amount and position of adjectives • To sustain an idea (simple sentences and conjunctions) • Use apostrophe's for a range of contractions.	Skills • Vary conjunction ensuring only one in a sentence – must be cohesive • Sustain past tense, simple and past progressive • Verbs and Adverbs are cohesive with each other

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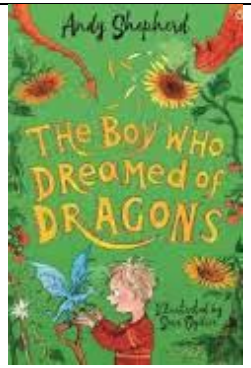
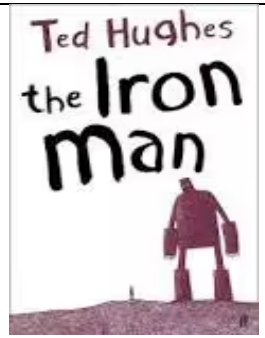
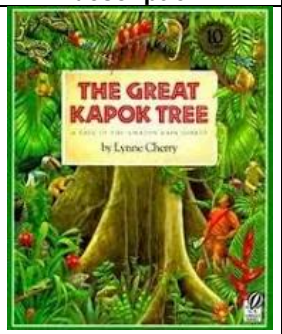
Text 2	Recount a fictional Diary Entry	Instructions	Non Chronological report	Recount Diary	Non Chronological Report	Recount fictional Letter
						
	Skills • To use but as a problem cohesively • To use because as a conjunction to give a reason-only one per sentence. • To sustain an idea cohesively	Skills • Write command sentences using verbs-put, wash. • When and if conjunctions • Specification adjectives	Skills • To use questions for titles and rhetorical questions • Use or to join two main clauses • Use contractions don't can't	Skills • Exclamatory sentences: what…..! e.g What a lovely day I had! • Irregular verbs • To use conjunctions, when, because, and , but, if, or	Skills • Vary position of when, if conjunctions • Commas in a list of 3 nouns using and before the last item on the list. • Exclamatory sentences: how … !	Skills • To sustain present tense • Vary conjunctions ensuring 2md clause is cohesive. • Vary sentence types-command, exclamation, question.
	Skill • Expanded noun phrases, texture, size and colour	Skill • To combine two adjectives before some nouns – texture, size, colour				Skill • Adjectives are cohesive to the setting or character

Continuous	Learning of Deconstruction of the model text	Generating Ideas and Vocab	Plan	Edit
Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Encapsulates what they want to say, sentence by sentence. **Recap Yr1 Sentence and word level objectives**	**Reading objectives** being introduced to non-fiction books that are structured in different ways Become increasingly familiar with and retelling a wider range of stories e.g. fairy stories and traditional tales	Says out loud what they are going to write about. Generates ideas and/or key words, including new vocabulary.	Plans what they are going to write about. Writes down ideas and/or key words, including new vocabulary.	Makes simple additions, revisions and corrections to their own writing by evaluating their work with teacher and peers. Re-reads to check for sense and that verb tenses are used consistently, including in the continuous form.

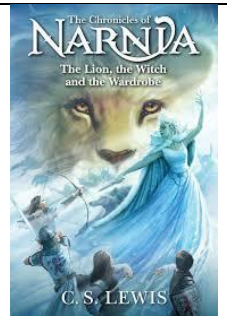
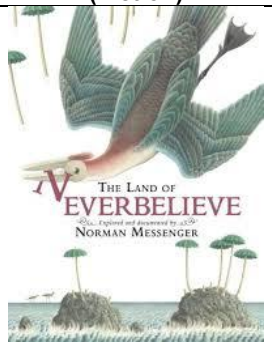
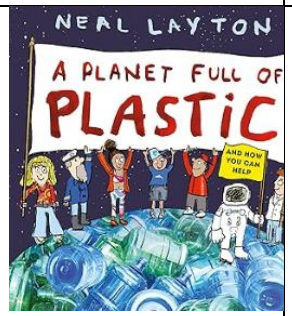
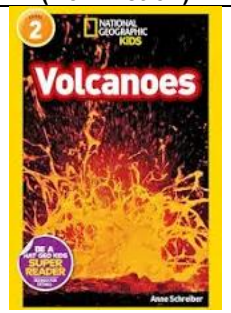
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And Capital letter for names and pronoun I Sustain several cohesive sentences (narrative)that makes sense and link e.g sustain a fact Finger spaces Write on the line **<u>Will be achieved as a result of the opportunities presented by the teacher:</u>** Writes for different purposes (e.g. narratives, poetry, real events) Writes narratives about personal experiences and those of others (real and fictional)	discussing the sequence of events in books and how items of information are related			Proof reads for errors in spelling, grammar and punctuation. Reads aloud what they have written with appropriate intonation to make the meaning clear.

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	Year 4					
	Autumn 1 (7 weeks & 3 days)	**Autumn 2 (6 weeks & 4 days)**	**Spring 1 (5 weeks & 4 days)**	**Spring 2 (4 weeks & 4 days)**	**Summer 1 (6 Weeks)**	**Summer 2 (7 weeks)**
1	**Recount Diary**	**Beginning and Middle**	**Middle Climax**	**Letter Recount**	**Character and setting description**	**Short Story**
	Text 					
	Skills Fronted adverbials of time using a comma to separate clause. To use causal conjunctions (so, because) cohesively. Use pronouns accurately to aid cohesion.	Skills Use fronted adverbials of time and place Generate alternative adjectives (scale of intensity) and select the most relevant. Mark plural and singular possession with an apostrophe correctly.	Skills Use fronted adverbials of manner Punctuate speech: Continuation of speech accurately when two sentences are spoken. To begin a new paragraph for time and place by missing a line.	Skills Fronted adverbials of frequency (often, always, sometimes, occasionally). Expanded noun phrases by combining two noun phrases. e.g The strict teacher with an old, brown handbag walked into the room. To sustain tense when writing in 1st person.	Skills To punctuate broken speech accurately. Punctuate subordinating clauses and fronted adverbials accurately when positioned at the front. Vary category of relevant adjectives to sustain cohesion (size, colour, shape, texture, character etc).	Skills Vary use of fronted adverbials cohesively. To begin a new paragraph for time, idea, place or person. To generate and use precise verbs and adjectives to establish a character (including words for said).

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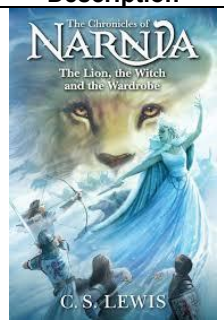
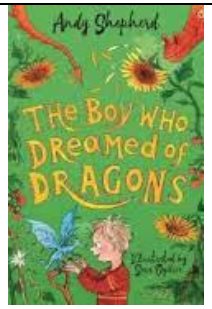
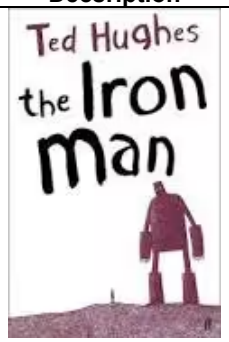
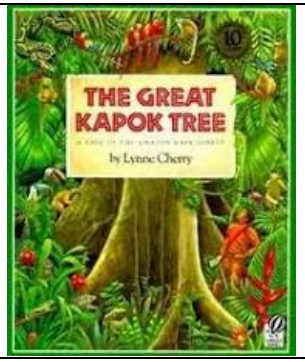
Text 2	Character and Setting Description	Non Chronological report (Fiction)	Explanation (real)	Short Story	Non Chronological Report (Non-Fiction)	Explanation-fiction
						
	Skills ● Adverbials of place in a sentence (not fronted yet). ●Dialogue-Use a comma and inverted commas to punctuate speech. ●To use expanded noun phrases by including a prepositional phrase. e.g The thunderous sky above the forest….	Skills conjunctions when, if, le, before, after cohesively 3) subheadings/headings to anise writing into themes. use subject specific abulary and specification ectives	Skills use fronted adverbials of se relationships. e.g refore, as a result, restingly. headings and subheadings organise around a theme. ject specific vocabulary.	Skills y position of time, place or nner adverbials. sustain a short dialogue (2 racters speak twice) accurately ctuated with . and vary reporting clause ition. Mark said, "..." or "...." Mark. vary conjunctions to sustain ail.	Skills nted adverbials of quency, cause and tionship. combine different sentence uctures within a cohesive agraph. vary and cohesively use ordinating conjunctions	Skills sentence structures – ple, fronted adverbials, unctions cohesively placement of adverbials in and at the front of ences. subheadings to group like rmation together - *Note: ew paragraph doesn't ays need a new heading.

Continuous	Learning of Deconstruction of the model text	Generating Ideas and Vocab	Plan	Edit
Recap prior learning from Yr 2: Subordinating and co coordinating conjunctions and, but, because, or, when, if Accurate use of capital letters and full stops / question marks and exclamation marks Write cohesive sentences that link / sustain an idea Consistent use of past and present tense including progressive form **Standalone / Continuous** Uses the forms 'a' or 'an' according to whether the next	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • To be able to follow structures • To know the underlying features of text type • To be able to understands how vocab/phrases support the text type e.g. *Once upon a time/ Interestingly, you will notice*	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Speak in extended sentences • Sentences have the correct verb forms • Sentences have descriptive language • Orally rehearse difficult sentence structures e.g. conjunctions and	Discusses and records ideas.	. Assesses the effectiveness of their own and others' writing and suggests improvements. • To be able to reflect on the key skills which have been taught in the unit • To check for accuracy and errors Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • To be able to identify standard English errors • To ensure consistent use of pronouns throughout

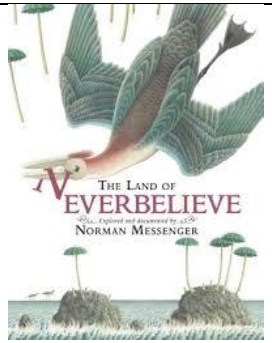
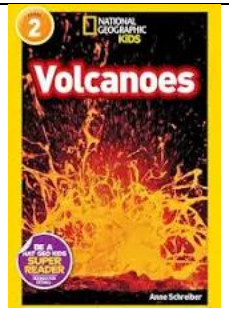
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word begins with a consonant or a vowel (e.g. a rock, an open box). Present perfect tense **<u>Will be achieved through task</u>** In narratives creates settings, characters and plot. To be able to introduce a problem or dilemma • To introduce a character, experience and resolve to build into the plot • To introduce character, experience and resolve to build into the setting		subordinating clause		the text • To make changes to improve vocabulary • To ensure the meaning of the sentence is not lost or altered. Proof-reads for spelling and punctuation errors. • Accurate use of punctuation is sustained • Use first 2/3 letters to check spelling in a dictionary • Check the year 3 and 4 spelling list Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.

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	Year 3					
	Autumn 1 (7 weeks & 3 days)	**Autumn 2 (6 weeks & 4 days)**	**Spring 1 (5 weeks & 4 days)**	**Spring 2 (4 weeks & 4 days)**	**Summer 1 (6 Weeks)**	**Summer 2 (7 weeks)**
Text 1	**Character and Setting Description**	**Beginning**	**Character and Setting Decsription**	**Middle Climax**	**Climax-End**	**Simple Story**
						
	Skills ● Prepositions to express place-underneath, around, between-after the main clause ● Use because to give a reason. ● Sustain (cohesion) an idea to create a paragraph.	Skills • To use inverted commas around spoken words and before a reporting clause (1 sentence speech). • To use 'while' to indicate that two events are happening to two different subjects at the same time. • To combine two categories of adjectives to describe a noun (focus on emotions and texture).	• Skills • To vary the verbs for said to indicate the volume of speech. • To use 'before' to order events or actions. • To combine two categories of adjectives before a noun.	• Skills • To start a new line for a new speaker. • To use accurate verbs to aid description. • To express time and place using adverbials after main clause or within the main clause . • .	• Skills • To sustain a short conversation between two characters (max 2 sentences – link to present perfect tense). • To use 'while' (1 character, 2 actions), 'before' and 'after' to express time. • To vary using one or two precise adjectives before a noun.	• Skills • To vary the position of conjunctions and punctuate the clause if at the front • To vary use of prepositions to express time and place. • To select appropriate verbs and adjectives to describe cohesively.

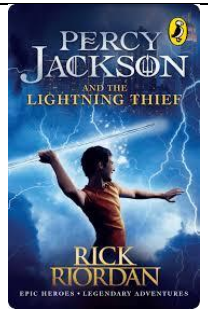
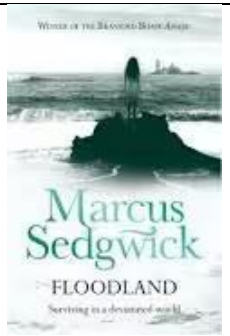
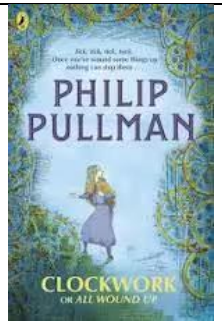
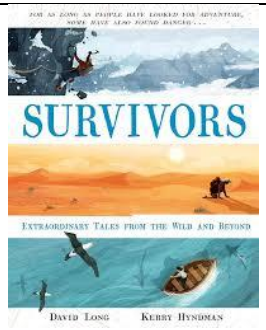
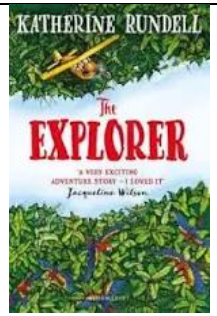
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Text 2	**Recount Diary**	**Non Chronological report (fiction)**	**Instruction**	**Letter Recount**	**Non Chronological Report (non-fiction)**	**Instructions**
						
	Skills • Time adverbs, - yesterday, earlier, later – Ensure they are after the main clause. • Use before as a conjunction • Vary category of adjectives (yr2), size, shape, colour, emotions.	• Skills • To use while and after conjunctions within the sentence • To express time using prepositions (during, throughout, in, on) • To chunk 'like' information together under subheadings (questions).	Skills vary the use of 'on', 'in' and to describe when an action s place (time preposition) se the cause conjunctions 'therefore' and 'as a result' ive a reason. enerate accurate verbs to mand.	Skills To use 'after' to order events or actions (position at the front of the sentence using a comma). To express time using adverbials (relate to the 'quickness' of an action e.g. quicky, immediately, as quick as a flash within sentence). To sustain an idea to create a paragraph (new paragraph for new event).	Skills xpress relationship using rbials (surprisingly, fortunately, estingly). hunk 'like' information together r subheadings (statements and tions). ary use of conjunctions to ess time and cause.	Skills ombine specification and riptive adjectives before the n se 'when' and 'if' to express e / vary position ensuring the ect use (when – another event will en compared to if which is itional) enerate and use relevant rbs of manner and time vary tion

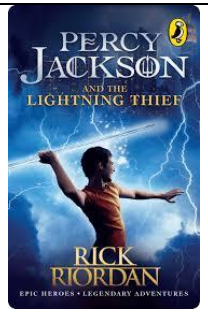
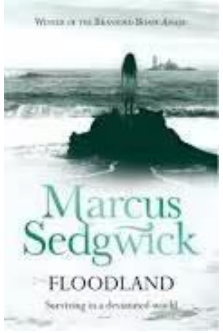
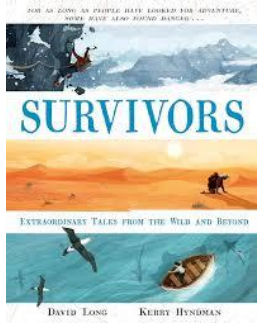
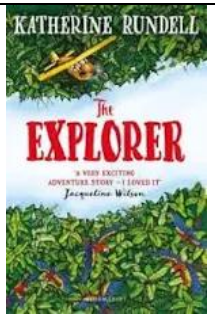
Continuous	**Learning of Deconstruction of the model text**	**Generating Ideas and Vocab**	**Plan**	**Edit**
Recap prior learning from Yr 3: New speaker new line for speech. Adverbs, conjuctions and prepositions within sentences Cohesion and sustaining an idea to form a paragraph **Stand alone spag:** SPAG - Use determiners.	• Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • To be able to follow structures • To know the underlying features of text type • To understands how vocab/phrases support the text type e.g. Once upon a	• Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue • To speak in extended sentences • To ensure that all sentences have the correct verb forms • To ensure that sentences have descriptive language	Discusses and records ideas.	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. •Edit for errors in overuse of pronouns resulting in lack of clarity: Assesses the effectiveness of their own and others' writing and suggests improvements. •To reflect on the key skills which have been taught in

Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names). Girl's= one girl Girls'= more than one girl Understands the grammatical difference between plural and possessive -s Ensure: Uses the diagonal and horizontal strokes that are needed to join letters.	time. Interestingly, you will notice	• To orally rehearse difficult sentence structures e.g. Conjunctions and fronted adverbials • Composes and rehearses sentences, progressively building a varied and rich vocabulary. • To use subject specific vocabulary • To make improvements to language choices		the unit •To check for accuracy and errors Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To identify standard English errors •To ensure the consistent use of pronouns is present throughout the text •To make changes to improve their own vocabulary and to do so without altering the meaning of the sentence Proof-reads for spelling and punctuation errors. •To demonstrate the accurate use of punctuation within their writing is sustained throughout •To use the first 2/3 letters of a word to check spelling in a dictionary •Refer to the year 3 and 4 spelling list Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.
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	Year 5					
	Autumn 1 (7 weeks & 3 days)	**Autumn 2 (6 weeks & 4 days)**	**Spring 1 (5 weeks & 4 days)**	**Spring 2 (4 weeks & 4 days)**	**Summer 1 (6 Weeks)**	**Summer 2 (7 weeks)**
Text 1	**Character and Setting description** 3rd Person	**Beg - Middle** 3rd Person	**Middle -End** 3rd Person	**Persuasion**	**Diary**	**Short story - cliffhanger** 3rd Person
						
	Skills • To use precise vocabulary to give clarity to the reader (adjectives/verbs) • Use relative clauses to give additional information of a person (who). • Establish a character through speech (spoken words, reporting clause and actions whilst speaking / words spoken about them)	Skills • Ensure vocabulary chosen reflects the mood and atmosphere of the setting. • Describe the character's appearance, behaviour, interactions so that inferences can be made about them • Use relative clauses to give additional information about an object (which).	Skills • To use dashes to indicate parenthesis to create atmosphere and pace • To use relative clauses cohesively (who and which). • To ensure the manner in which a character speaks and moves reflects their mood and personality.	Skills • Use adverbs to suggest a lower level and higher level degrees of possibility. • Use lower and higher levels of modal verbs to vary the degree of possibilities. • Sustain an idea within a paragraph including using a range of conjunctions to do so.	Skills • To use where and when relative clauses cohesively. • To use adverbials for cohesion (time, place, manner and frequency) within and across paragraphs. • To use dashes to establish an informal tone through sarcasm or humour - who'd have thought!	Skills • To use personification and similes to cohesively sustain a character and setting. (character and setting change) • To refer back to prior events/thoughts to make links across paragraphs for cohesion. • Use dialogue to advance the plot and convey character.

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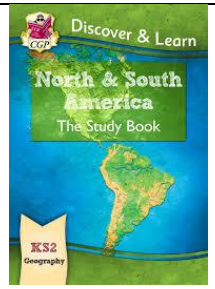
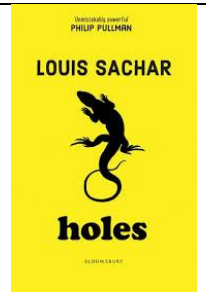
Text 2	Diary	Persuasion letter	Explanation	Short Story 3rd Person	Non Chronological Report	Discussion
						
	Skills • Use brackets to communicate an author's informal thoughts • To sustain informal register/language • To use conjunctions cohesively (two 2-3 to focus on) second clause is cohesive to the first clause.	Skills • Use adverbs with a strong possibility to persuade. • Use modal verbs with a high possibility. • Select appropriate vocabulary- emotive/exaggerate.	Skills • Use brackets to indicate parenthesis- factual information- within a main clause • Use headings and bullet points as presentational devices. • To use a range of linking ideas across paragraphs. (time, number adverbials).	Skills • Use like and as similes to establish an atmosphere. • Character's interactions with the setting (or vice versa) establish the atmosphere (personification) • Use dialogue to move action forward and establish a location	Skills • Use captions, systematic punctuation in bullet points as presentational devices. • Use where and which relative clauses - varying their position in a sentence • Accurate use of commas after F. Adverbial, before/around relative clauses and subordinate clauses.	Skills • Combine adverbs and modal verbs cohesively. Sustain the degree of possibility through a point. • To sustain a formal register/language. • Sustain a cohesive idea within a paragraph using different sentence types (relative clause, F Adverbials, conjunctions)

Continuous	Learning of Deconstruction of the model text	Generating Ideas and Vocab	Plan	Edit
Sustained: Cohesion within a paragraph - sustaining an idea Starting new paragraphs for time, place and idea Accurate punction Correct tense and sustaining tense Use all conjunction taught in 2/3/4 curriculum **Grammar stand alone:** Uses commas to clarify meaning or avoid ambiguity. E.g To clarify meaning i.e. Unable to eat sick! Unable to eat, sick! Uses relative clauses beginning with an omitted relative pronoun. Know the relative pronoun can only be omitted when it refers to the object of the clause. When the relative pronoun refers to the subject of the clause, it cannot be omitted	Assesses the effectiveness of others' writing: e.g. • *Identifies formality* • *purpose of text* • *tone* • *audience* • *tense, shifts in tense* • *text structure* • *paragraph structure* • *purpose of sentences - what it is establishing* • *purpose of vocabulary and language choices.* • *Identifies shifts within settings, characters why it is important* • *Techniques used which are effective / not*	Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. •Collect vocabulary for different settings and characters for narrative writing Summarise a character / setting / purpose before writing. To demonstrate an understanding of the	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	**Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).** Assesses the effectiveness of their own, and others' writing. • To compare their own writing to authors' writing to identify areas of strength and areas of development • To compare other children's writing to identify areas of strength and areas of development • To justify feedback given • To adapt writing from feedback given where necessary • To be able to identify spelling and punctuation errors and adapt and make changes Proof-reads for errors in spelling and punctuation.

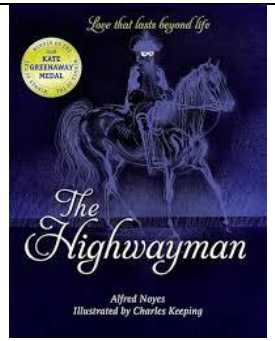
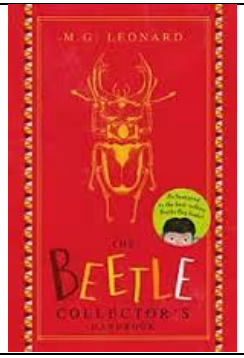
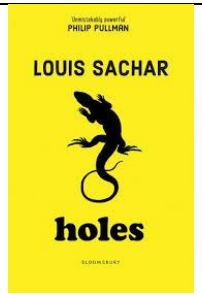
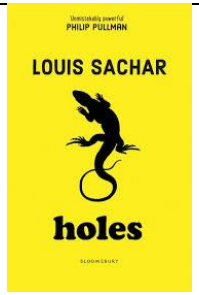
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Continuous Ensures correct subject and verb agreement when using singular and plural • Know a singular subject is matched with a singular verb • Know that two singular subjects require a singular verb e.g. Either Harry or Ron is helping at the football match. • Identify that a plural subject is matched with a plural verb • Ensure subject verb is sustained over a subordinating clause e.g. The headteacher, along with her staff, is delighted by the news	*effective* • *Impact of choices, impact if the wrong choice had have been made*	purpose of writing by selecting / generating words for a reason		Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures the consistent and correct use of tense throughout a piece of writing.

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	Year 6					
	Autumn 1 (7 weeks & 3 days)	**Autumn 2 (6 weeks & 4 days)**	**Spring 1 (5 weeks & 4 days)**	**Spring 2 (4 weeks & 4 days)**	**Summer 1 (6 Weeks)**	**Summer 2 (7 weeks)**
Text 1	**Diary**	**Character and Setting Atmosphere**	**Non-Chron (Factual)**	**Short Story (2 weeks)**	**Short Story 1st person (2 weeks)**	**(Middle Dilemma)**
						
	Skills ● Use when, before, after cohesively. ● To use repeated words for cohesion e.g -Heartbroken. Desperate. Empty, my life will never be the same. ●To use a dash as an informal afterthought.	Skills • To use personification to establish the atmosphere of the setting. • To use dialogue followed by actions to convey character • To use semicolons to separate two main clauses instead of and/but.	Skills • Use passive voice • Use precise technical / scientific vocabulary • To use brackets for formal/technical information.	Skills • To use formal and informal language in dialogue to cohesively sustain characters.(Shift levels of formality). • To use time and place adverbials to link across and within paragraphs.	Skills • To use personification to establish the atmosphere of a setting to include weather. • Use dialogue to advance the action- introduce location, time passing, establish plot.	Skills • To use formal and informal language in dialogue to cohesively sustain characters. • Shift in tense (Flashback) • Ensure cohesion across paragraphs.

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Text 2	**Formal Letter Persuasion**	**Middle- Dilemma**	**Persuasion**	**Non-Chron (2 weeks)**	**Diary (2 weeks)**	**Formal letter (2 weeks)**
						
	Skills ● To sustain formality in writing -avoid contractions/slang -use precise technical vocab ●Use causal conjunctions cohesively-select 2-3 with similar roles (because, so, therefore, since) ●Select appropriate modal verbs and adverbs of possibility to cohesively persuade	Skills • Use time and place adverbials within a paragraph cohesively. • Use synonyms for nouns (places and character) to avoid repetition. • To ensure that a character's interactions within a setting demonstrates and reflects the atmosphere.	Skills • Use colons to separate a subordinating clause. (because) • Relative clauses (which, who, where) accurately punctuated with commas (embedded and on the end of sentences. • Informal language- contractions, slang	Skills • To use conjunctions cohesively to sustain an idea (Use AFL to select). • To maintain the correct use of pronouns to ensure cohesion.	Skills • To use a range of parenthesis () - , • To vary sentence types whilst sustaining an idea cohesively. *diary must shift tense as part of the structure.	Skills • Use a variety of sentence structures/types to include F adverbials, relative clauses, subordinating clauses etc. • Shift between tenses
Text 3				**Discussion (1 week)**	**Persuasion (2 weeks)**	**Diary - log (2 weeks)**
				Amazon used for farming-for and against.	**Mobile phones**	
				Skills ● Sustain formal tone cohesively by using passive	Skills • Select appropriate modal verbs and	Skills ● To use informal language to convey a character.

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		voice (It is argued / believed… Concerns have been raised.. ● To use adverbials to give an opposing point of view. e.g in contrast, as a consequence, on one hand.	adverbs when dismissing alternate POV • Directly address the reader formally e.g - You will …be conscience ….have considered.	-use of question tags -use fo ellipses for pausing ● Shift atmosphere when changing location or introducing an opposing event
		Pupil Outcome **Amazon farming-for and against.**	Pupil Outcome **Should phones be banned for under 16s.**	Pupil Outcome **Days in Camp Green Lake- Stanley.**
		Teacher Model text **English farming-for and against.**	Teacher Model text **Social Media banned for under 16s.**	Teacher Model text **Days in Camp Green Lake- Guard.**

Continuous	Learning of Deconstruction of the model text	Generating Ideas and Vocab	Plan	Edit
Sustained: Cohesion within a paragraph - sustaining an idea Starting new paragraphs for time, place and idea Accurate punction Correct tense and sustaining tense Use all conjunction taught in 2/3/4 curriculum determiners plural possession standard english commas to clarify meaning or ambiguity	Assesses the effectiveness of others' writing: e.g. • *Identifies formality* • *purpose of text* • *tone* • *audience* • *tense, shifts in tense* • *text structure* • *paragraph structure* • *purpose of sentences - what it is establishing* • *purpose of vocabulary and language choices.* • *Identifies shifts within settings,*	Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. •Collect vocabulary for different settings and	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	**Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).** Assesses the effectiveness of their own, and others' writing. •To compare their own writing to authors' writing to identify areas of strength and areas of development •To compare other children's writing to identify areas of strength and areas of development •To justify feedback given

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<u>Explanation writing opportunities :</u> Science - heart and the circulatory system Explain how a poor diet can lead to disease Explain how bullying can occur and how to stop it **<u>Grammar stand alone:</u>** Uses commas to clarify meaning or avoid ambiguity. E.g To clarify meaning i.e. Unable to eat sick! Unable to eat, sick! omitted pronoun subject, verb agreement **Hyphens** **Passive and active voice** **Subjunctive form** **; in a list** **: to introduce a list** **Continuous** Ensures correct subject and verb agreement when using singular and plural • Know a singular subject is matched with a singular verb • Know that two singular subjects require a singular verb e.g. Either Harry or Ron is helping at the football match. • Identify that a plural subject is matched with a plural verb • Ensure subject verb is sustained over a subordinating clause e.g. The headteacher, along with her staff, is delighted by the news	*characters why it is important* • *Techniques used which are effective / not effective* • *Impact of choices, impact if the wrong choice had have been made*	characters for narrative writing Summarise a character / setting / purpose before writing. • To demonstrate an understanding of the purpose of writing by selecting / generating words for a reason		•To adapt writing from feedback given where necessary •To be able to identify spelling and punctuation errors and adapt and make changes Proof-reads for errors in spelling and punctuation. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures the consistent and correct use of tense throughout a piece of writing.