



Writing Learning Sequence KS2

Skill/ Conceptual Understanding	Year 3	Year 4	Year 5	Year 6
<p>Poetry</p>	<p>Aut 1, Spr 1 Composition <u>Planning, drafting and editing</u> Plan a simple descriptive poem by discussing writing similar to that which they are planning to write. Understand and learn from its structure, vocabulary and grammar. Write from memory simple dictated sentences.</p> <p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary using senses and descriptive language. Use an increasing range of sentence structures</p> <p>Proof read for spelling and punctuation errors. Use the first two or three letters of a word to check its spelling in a dictionary. Read aloud their own writing to a group or whole class.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To make deliberate ambitious word choices including adjectives and verbs to add detail.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use expanded noun phrases to convey information concisely. Express time using conjunctions. Use the forms a and an according to whether the next word begins with a consonant or a vowel Terminology consonant, vowel, conjunction</p>	<p>Aut 1, Spr 1 Composition <u>Planning, drafting and editing</u> Plan a conversational poem and a poem with similes by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Write from memory simple dictated sentences.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary including simple similes. Use an increasing range of sentence structures to create rhyming patterns.</p> <p>Prepare poems to read aloud and perform. Proof read for spelling and punctuation errors. Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use a consistent appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Terminology Revise year 3 consonant, vowel, conjunction</p>	<p>Aut 1, Sum 2 Composition <u>Planning, drafting and editing</u> Plan a descriptive poem using figurative language by noting and developing initial ideas. Use others similar writing as a model for our own.</p> <p>Select appropriate descriptive vocabulary, including figurative language. Understand how choices can change and enhance meaning Build cohesion across poem.</p> <p>Prepare poems to read aloud and perform. Assess the effectiveness of their own and others' writing.</p> <p><u>Audience, purpose and structure</u> Select appropriate grammar and vocabulary, including figurative language. Understand how choices can change and enhance meaning. Consider the impact of language choices on the reader.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use relative clauses. Use noun phrases to convey information concisely.</p> <p><u>Punctuation</u> Brackets, dashes or commas for parenthesis.</p> <p>Terminology relative clause, bracket, dash, comma, parenthesis.</p>	<p>Aut 1, Aut 2 Composition <u>Planning, drafting and editing</u> Plan poems with figurative language and a sonnet structure. Noting and developing initial ideas and using others similar writing as a model for our own.</p> <p>Select appropriate vocabulary that the writing requires, including figurative and old fashioned language from classic texts. Understand how choices can change and enhance meaning. Use a wide range of devices to build cohesion.</p> <p>Habitually proofread for spelling and punctuation errors. Prepare poems to read aloud and perform. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Audience, purpose and structure</u> Draw independently on what they have read as models for their own writing. Select appropriate vocabulary that the writing requires. Understand how choices can change and enhance meaning. Find related words as synonyms and antonyms. Use of figurative language and consider the impact on the reader.</p> <p>Vocabulary, grammar and punctuation <u>Punctuation</u> Use of colon to introduce a list and use of semi-colons within lists</p> <p>Terminology colon, synonym, antonym</p>
<p>Play-scripts</p>	<p>Sum 1</p>	<p>Aut 2</p>	<p>Sum 1</p>	<p>Spr 2</p>

<p>Composition <u>Planning, drafting and editing</u> Plan a simple play-script by discussing writing similar to that which they are planning to write. Understand and learn from its structure, vocabulary and grammar. Write from memory simple dictated sentences.</p> <p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary using senses and descriptive language. Use an increasing range of sentence structures Create a simple play-script from a well-known story.</p> <p>Proof read for spelling and punctuation errors. Use the first two or three letters of a word to check its spelling in a dictionary. Read aloud their own writing to a group or whole class.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To make deliberate ambitious word choices including adjectives and verbs to add detail.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Use an increasing range of sentence structure including more than one clause</p> <p><u>Punctuation</u> Revise year 2 punctuation – capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for singular possession</p> <p><u>Terminology</u> clause, subordinate clause, conjunction</p>	<p>Composition <u>Planning, drafting and editing</u> Plan a play-script by using a well-known story and a description of the scene setting. Learn from the story's structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion. Create a play-script from a more complex well-known story with setting description and brief stage directions.</p> <p>Read aloud to a group or whole class so that the meaning is clear.</p> <p><u>Audience, purpose and structure</u> Use a consistent and appropriate structure Write play-script that is well structured and well-paced. Use a detailed setting, characters and plot from a well-known story to engage the reader and to add atmosphere within the play-script.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><u>Text</u> Paragraphs to organise ideas</p> <p><u>Punctuation</u> Revise year 3 – Inverted commas. Removing these to convert to play script structure.</p> <p><u>Terminology</u> Revise year 3 inverted commas, direct speech</p>	<p>Composition <u>Planning, drafting and editing</u> Plan a prequel or sequel play-script with acts, scenes, cast list and stage directions. Noting and developing initial ideas and using others similar writing as a model for our own.</p> <p>Select appropriate vocabulary that the writing requires. Understand how choices can change and enhance meaning. Write a prequel or sequel play-script for a well-known story.</p> <p>Prepare play-scripts to read aloud and perform. Assess the effectiveness of their own and others' writing.</p> <p><u>Audience, purpose and structure</u> Select appropriate grammar and vocabulary, including figurative language. Understand how choices can change and enhance meaning. Consider the impact of language choices on the reader. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect or by moving sentence chunks (how, where, when) around for different effects.</p> <p><u>Punctuation</u> Revise year 4 – commas after fronted adverbials, apostrophes for plural possession. Inverted commas. Removing these to convert to play script structure. Use of commas to clarify meaning or avoid ambiguity.</p> <p><u>Terminology</u> ambiguity, cohesion</p>	<p>Composition <u>Planning, drafting and editing</u> Plan a play-script with a prologue and epilogue Noting and developing initial ideas and using others similar writing as a model for our own.</p> <p>Select appropriate vocabulary that the writing requires including standard and non-standard English. Understand how choices can change and enhance meaning. Create a play-script exploring complex events and emotions.</p> <p>Use a wide range of devices to build cohesion.</p> <p>Habitually proofread for spelling and punctuation errors. Prepare play-scripts to read aloud and perform. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Audience, purpose and structure</u> Draw independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). Select appropriate vocabulary that the writing requires. Understand how choices can change and enhance meaning. Use of figurative language and consider the impact on the reader.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Use of passive voice in the prologue and epilogue to affect presentation of information in a sentence. Use active voice for the main scenes. Structures typical of informal speech and structures appropriate for formal speech and writing</p> <p><u>Text</u> Linking ideas using ellipsis</p> <p><u>Punctuation</u> Revise year 5 punctuation – brackets, dashes or commas to indicate parenthesis. Commas to clarify meaning and avoid ambiguity Use of colon in play scripts.</p> <p><u>Terminology</u> colon, active, passive, subject, object, ellipsis</p>
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<p><u>Narrative</u></p>	<p>Aut 1,Aut 2,Spr1 Spr2, Sum 1, Sum 2</p> <p><u>Composition</u> <u>Planning, drafting and editing</u> Plan by discussing images and stories similar to that which they are planning to write and embellish or make simple substitutions. Understand and learn from the structure, vocabulary and grammar of other stories. Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Embellish a plot or series of images and make simple substitutions. Organise writing into paragraphs around a theme.</p> <p>Evaluate by assessing the effectiveness of writing and proof read for spelling, punctuation errors. Use the first two or three letters of a word to check its spelling in a dictionary. Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To make deliberate ambitious word choices to add detail. Begin to create settings, character and plot that engage the reader.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Express time, place and cause using conjunctions, adverbs or prepositions. Extend sentences using a range of conjunctions.</p> <p><u>Text</u> Begin to organise paragraphs around a theme Use of the present perfect form of verbs instead of the simple past.</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>Terminology</u> Clause and subordinate clause, direct speech, conjunctions, inverted commas</p>	<p>Aut 1, Spr2, Sum 1, Sum 2</p> <p><u>Composition</u> <u>Planning, drafting and editing</u> Plan by discussing stories similar to that which they are planning to write and substitute settings, characters and plot. Understand and learn from its structure, vocabulary and grammar of other stories. Discuss and record ideas.</p> <p>Compose and rehearse sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Substitute settings, characters and plots. Consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>Evaluate by assessing the effectiveness of writing. Propose changes to grammar and vocabulary and proof read for spelling, punctuation errors. Read aloud their own writing using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p><u>Audience, purpose and structure</u> Write a range of narratives that are well structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives nouns/preposition Standard English forms for verb inflections instead of local spoken forms. grammatical difference between plural and possessive – s</p> <p><u>Text</u> Organise paragraphs around a theme</p> <p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession.</p> <p><u>Terminology</u> adverbial, pronoun</p>	<p>Aut 1,Aut 2, Spr2, Sum 1, Sum 2</p> <p><u>Composition</u> <u>Planning, drafting and editing</u> Plan extended stories by considering how authors have developed characters, settings and used narrative features. Note and develop initial ideas using others similar writing as a model for our own.</p> <p>Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning. Create setting, character and plot of extended stories. Use narrative features such as flashbacks and sequels. Consistently link ideas across paragraphs.</p> <p>Proof read for spelling and punctuation errors. Use a thesaurus. Edit to ensure the consistent and correct use of tense throughout a piece of writing. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p><u>Audience, purpose and structure</u> Describe settings, character and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Integrating dialogue to convey character and advance action. Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Use noun phrases to convey information concisely. Use the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Text</u> Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number.</p> <p><u>Punctuation</u> Use of commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis.</p> <p><u>Terminology</u> cohesion, bracket, dash,</p>	<p>Aut 1,Aut 2,Spr1, Sum 1</p> <p><u>Composition</u> <u>Planning, drafting and editing</u> Plan stories by considering how authors have developed characters and settings in classic and historical texts. Plan by noting and developing initial ideas. Use others similar writing as a model for our own. Precis passages.</p> <p>Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning. Create setting, character and complex plot including historical and classic text. Use a wide range of cohesion across and within paragraphs.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Assess the effectiveness of their own and others’ writing. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p><u>Audience, purpose and structure</u> Draw independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). Integrate dialogue to convey character and advance action. Select appropriate grammar and vocabulary that reflect what the writing requires. Understand how choices can change and enhance meaning.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Identify and use the subjunctive form.</p> <p><u>Text</u> Linking ideas using a range of cohesive devices.</p> <p><u>Punctuation</u> Use a semi-colon to mark the boundary between independent clauses. How hyphens can be used to avoid ambiguity</p> <p><u>Terminology</u> semi-colon, hyphen, synonym, antonym</p>

Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participants.			
<p>Recipes Technical manuals (i.e. How to) Rules for a game Packaging instructions</p>	<p>Aut 1 Composition <u>Planning, drafting and editing</u> Plan instructions for a recipe by discussing and recording ideas.</p> <p>Compose and rehearse sentences orally progressively building a varied and rich vocabulary, including technical language and imperative verbs. Use an increasing range of sentence structures. Create simple instructions to describe a modelled recipe. Organise writing into paragraphs around a theme.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. Proof read for spelling and punctuation errors.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in instructions).</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Express time, place and cause using adverbs</p> <p><u>Text</u> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.</p> <p><u>Punctuation</u> Revise year 2 – capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for missing letters and singular possession.</p> <p>Terminology Revise year 2 statement, question, exclamation, command, apostrophe, comma</p>	<p>Aut 2, Sum 1 Composition <u>Planning, drafting and editing</u> Plan by discussing and recording ideas for instructions including real or imaginary procedures.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion. Create detailed instructions to describe a procedure-real or imaginary.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. Evaluate by assessing the effectiveness of writing and suggest improvements.</p> <p><u>Audience, purpose and structure</u> Write non-fiction using a consistent and appropriate structure (including genre-specific layout devices for instructions). Use a consistent and appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Fronted adverbials The grammatical difference between plural and possessive – s</p> <p><u>Text</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use simple organisational devices. Organise paragraphs around a theme.</p> <p><u>Punctuation</u> Apostrophes to mark plural possession Use comma after fronted adverbial.</p> <p>Terminology pronoun, possessive pronoun, adverbial</p>	<p>Spr 1 Composition <u>Planning, drafting and editing</u> Plan writing for a technical manual by identifying the audience for and purpose of the writing. Use other writing as a model for our own.</p> <p>Select appropriate grammar and vocabulary, including technical language. Understand how choices can change and enhance meaning. Consistently link ideas across paragraphs. Create detailed instructions for a technical manual.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p><u>Audience, purpose and structure</u> Consistently produce sustained and accurate non-fiction writing with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Vocabulary, grammar and punctuation <u>Text</u> Use devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number.</p> <p><u>Punctuation</u> Revise year 4 –Commas after fronted adverbials.</p> <p>Terminology cohesion, Revise year 4 – adverbial,</p>	<p>N/A</p>

<p>Discussion</p> <p>Non-fiction books Debate write ups Letters Essays giving opinions</p>	<p>To present a reasoned and well balanced overview of an issue or controversial topic. Usually aims to provide two or more different view on an issue, each with elaborations, evidence and/or examples.</p> <p>N/A</p>	<p>Sum 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan a one sided discussion about a familiar topic by exploring writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences progressively building an increasing range of sentence structures. Organise paragraphs around a theme Write a one sided opinion about a familiar topic.</p> <p>Evaluate by assessing the effectiveness of writing and suggest improvements.</p> <p><u>Audience, purpose and structure</u> Write non-fiction using a consistent and appropriate structure (including genre-specific layout devices for one sided debates). Use a consistent and appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Sentence/word</u> Using standard English instead of local spoken forms Revise year 3 - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><u>Text</u> Use of paragraphs to organise ideas around a theme</p> <p>Terminology standard English</p>	<p>Sum 2</p> <p>Composition <u>Planning, drafting and editing</u> Note and develop initial ideas, drawing on reading and research where necessary to plan a balanced debate about a topical issue.</p> <p>Select appropriate grammar and vocabulary, including persuasive and technical language. Understand how choices can change and enhance meaning</p> <p>Create a balanced debate about a topical issue using a 'for then against' structure.</p> <p><u>Audience, purpose and structure</u> Consistently produce sustained and accurate non-fiction writing with appropriate structure, organisation and layout devices for the audience and purpose.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Indicating degrees of possibility using adverbs (perhaps, surely etc.) or modal verbs (might, should, will, must etc.)</p> <p><u>Text</u> Devices to build cohesion within a paragraph.</p> <p><u>Punctuation</u> brackets, dashes and commas for parenthesis</p> <p>Terminology modal verb, cohesion, bracket, dash, parenthesis</p>	<p>Spr 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan a balanced debate that builds on and links to opposing viewpoints by using others similar writing as a model for our own. Note and develop initial ideas</p> <p>Use organisational devices to structure text. Use a wide range of cohesion across and within paragraphs. Create a balanced debate building on and linking opposing viewpoints. Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p><u>Audience, purpose and structure</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Select the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, structure etc.)</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use of the subjunctive form. Use of the passive to affect presentation of information in a sentence.</p> <p><u>Text</u> Use layout devices to provide additional information i.e. tables, diagrams, illustrations Consistently link ideas across paragraphs.</p> <p><u>Punctuation</u> Revise year 5 – Brackets, dashes and commas for parenthesis. Commas to clarify meaning and avoid ambiguity.</p> <p>Terminology subject, object, active, passive Revise year 5 – parenthesis, brackets, dashes, commas, ambiguity</p>
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Persuasion	To argue a case from a particular point of view to encourage the reader/listener towards the same way of seeing things.			
Letters Posters Job Applications Controversial issues Book reviews Debate	<p>Spr 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan a persuasive poster by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary. Use an increasing range of sentence structures Create a persuasive poster.</p> <p>Assess the effectiveness of their own and others' persuasive writing.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in posters).</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Extend sentences using adverbs and conjunctions</p> <p><u>Text</u> Headings and sub-headings to aid presentation</p> <p>Terminology conjunction</p>	<p>Spr 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan a persuasive guide by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Plan by discussing and recording ideas.</p> <p>Compose and rehearse sentences progressively building a varied and rich persuasive vocabulary. Use an increasing range of sentence structures. Create a persuasive guide. Consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>Proof read for spelling and punctuation errors.</p> <p><u>Audience, purpose and structure</u> Write a persuasive guide using a consistent and appropriate structure (including genre-specific layout devices for guides). Use a consistent and appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><u>Text</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p><u>Punctuation</u> Commas after fronted adverbials, apostrophes for plural possession.</p> <p>Terminology determiner, adverbial, pronoun, possessive pronoun</p>	<p>Spr 1, Sum 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan persuasive speeches and letters by identifying the audience for and purpose of the writing. Select the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning Create persuasive letters and speeches about controversial issues. Consistently link ideas across paragraphs.</p> <p>Assess the effectiveness of their own and others' persuasive writing. Distinguish between the language of speech and writing and choose the appropriate register</p> <p><u>Audience, purpose and structure</u> Choose the appropriate register. Consistently produce sustained and accurate writing with appropriate structure, organisation and layout devices for the audience and purpose.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use the perfect form of verbs to mark relationships of time and cause. Indicate degrees of possibility using adverbs or modal verbs</p> <p><u>Text</u> Use devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number and tense choice.</p> <p><u>Punctuation</u> Use commas to clarify meaning or avoid ambiguity</p> <p>Terminology ambiguity</p>	<p>Sum 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan a persuasive debate by identifying the audience for and purpose of the writing. Select the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs. Write a persuasive debate about a controversial issue.</p> <p>Assess the effectiveness of their own and others' persuasive writing. Distinguish between the language of speech and writing and choose the appropriate register</p> <p><u>Audience, purpose and structure</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Select the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, structure etc.)</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> The difference between structures typical of formal and informal speech and writing. Use of subjunctive forms.</p> <p><u>Text</u> Linking ideas across a range of paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials), and ellipsis.</p> <p><u>Punctuation</u> Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Terminology colon, semi-colon</p>

Explanation	To explain how or why. E.g. To explain the process involved in natural/social phenomena or to explain why something is the way it is.			
<p>Science write ups Explaining scientific/historic/religious aspects Technical manuals Q & A leaflets</p>	<p>Sum 2 Composition <u>Planning, drafting and editing</u> Plan a simple explanation about a scientific process by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary, including technical language. Create an explanation about a simple scientific process. Organise writing into paragraphs around a theme.</p> <p>Propose changes to grammar and vocabulary and proof read for spelling, punctuation errors.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in explanations). Make deliberate technical word choices to develop reader's understanding.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Use the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel.</p> <p><u>Text</u> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation</p> <p><u>Punctuation</u> Revise year 2 – capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for missing letters and singular possession.</p> <p><u>Terminology</u> Revise year 2 statement, question, exclamation, command, apostrophe, comma consonant, vowel,</p>	<p>Aut 1, Sum 2 Composition <u>Planning, drafting and editing</u> Plan explanations about scientific and historical processes by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary, including technical and factual language. Use an increasing range of sentence structures. Create explanations about scientific processes and historical events.</p> <p>Consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>Proof read for spelling and punctuation errors. Evaluate by assessing the effectiveness of writing and suggest improvements.</p> <p><u>Audience, purpose and structure</u> Write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices for explanations). Use a consistent and appropriate structure.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use fronted adverbials and comma after fronted adverbial.</p> <p><u>Text</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use paragraphs to organise ideas around a theme.</p> <p><u>Punctuation</u> Use comma after fronted adverbial. Apostrophes to mark plural possession.</p> <p><u>Terminology</u> pronoun, possessive pronoun, adverbial Revise year 3 – preposition, clause, subordinate clause</p>	<p>Aut 2 Composition <u>Planning, drafting and editing</u> Plan a detailed explanation including diagrams and captions to explain a process by noting and developing initial ideas. Draw on reading and research. Use others as a similar model for our own.</p> <p>Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. Create detailed explanations including diagrams and captions to explain a process. Consistently link ideas across paragraphs.</p> <p>Proof read for spelling and punctuation errors. Use dictionaries to check the spelling and meaning of words.</p> <p><u>Audience, purpose and structure</u> Consistently produce sustained and accurate non-fiction writing with appropriate structure, organisation and layout devices for the audience and purpose. Choose the appropriate register.</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Sentence</u> Use relative clauses.</p> <p><u>Punctuation</u> Brackets, dashes or commas for parenthesis.</p> <p><u>Terminology</u> parenthesis, brackets, dashes, commas, relative clause, relative pronoun</p>	<p>Sum 2 Composition <u>Planning, drafting and editing</u> Draw on reading and research about a topical issue to plan an explanation about a process. Note and develop initial ideas.</p> <p>Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. Create an explanation about a topical issue. Include question and answer section considering the impact of this process.</p> <p>Assess the effectiveness of own and other's writing.</p> <p><u>Audience, purpose and structure</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Select the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, structure etc.)</p> <p><u>Vocabulary, grammar and punctuation</u> <u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p><u>Punctuation</u> Punctuation of bullet points to list information.</p> <p><u>Terminology</u> bullet points,</p>

Report	To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.			
Describing daily life Information leaflet Describing characteristics i.e. animals, plants, solar system	<p>Aut 2, Spr 1, Sum 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan non-chronological reports by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Plan writing by discussing and recording ideas. Write from memory simple dictated sentences.</p> <p>Compose and rehearse sentences orally, progressively building varied descriptive and factual vocabulary. Describe characteristics and features in a simple non-chronological report. Organise writing into paragraphs around a theme.</p> <p>Proof read for spelling and punctuation errors. Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in reports). Make deliberate descriptive and factual word choices to enhance reader's understanding.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Express time, place and cause using conjunctions, prepositions and adverbs. Use the forms a and an according to whether the next word begins with a consonant or vowel</p> <p><u>Text</u> Use the present perfect form of verbs in contrast to the past tense Introduction to paragraphs as a way to group related material Use headings and sub-headings to aid presentation</p> <p>Terminology clause, subordinate clause, consonant, vowel, conjunction, preposition Revise year 2 – adverb, verb</p>	<p>Spr 2, Sum 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan non-chronological reports and descriptions of daily life by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally, progressively building varied descriptive and factual vocabulary. Describe characteristics, features and daily life in non-chronological report.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in a sentence.</p> <p><u>Audience, purpose and structure</u> Write non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices for reports). Use a consistent and appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Text</u> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p><u>Punctuation</u> Revise year 3 – Introduction to inverted commas to punctuate direct speech</p> <p>Terminology Revise year 3 – inverted commas, direct speech determiner, pronoun, possessive pronoun</p>	<p>Aut 2, Spr 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan non-chronological reports and information leaflets by identifying the audience and purpose for the writing. Select the appropriate form. Plan by noting and developing initial ideas, drawing on reading and research.</p> <p>Consistently link ideas across paragraphs. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning Create information leaflets and non-chronological reports about complex topics and challenging issues.</p> <p>Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors. Use dictionaries to check the spelling and meaning of words.</p> <p><u>Audience, purpose and structure</u> Consistently produce sustained and accurate non-fiction writing with appropriate structure, organisation and layout devices for a range of audiences and purposes. Choose the appropriate register.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Indicate degrees of possibility using adverbs or modal verbs. Sentence reshaping techniques including using relative clauses.</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity.</p> <p>Terminology modal verb, relative clause, relative pronoun, parenthesis, bracket, dash,</p>	<p>Aut 2, Spr 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan detailed non-chronological that answers people's questions by noting and developing initial ideas, drawing on reading and research. Use others similar writing as a model for our own.</p> <p>Use organisational devices to structure text. Use a wide range of cohesion across and within paragraphs. Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning. Create detailed information leaflets and non-chronological reports about complex topics and challenging issues.</p> <p>Proof read for spelling and punctuation errors. Use dictionaries to check the spelling and meaning of words.</p> <p><u>Audience, purpose and structure</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Understand the impact of their writing and consider the response.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use the passive voice to affect the presentation of information in a sentence.</p> <p><u>Text</u> Use organisational devices such as headings, sub-headings and bullet points.</p> <p><u>Punctuation</u> Use of semi colon and colon to mark the boundary between independent clauses.</p> <p>Terminology active passive, subject, object, semi-colon, colon Revise year 5 - ambiguity</p>

Recount Diary Newspaper Letters Postcards Accounts Biographies and autobiographies	To provide information about actual events, either real or imagined. To help readers understand facts in chronological order providing accurate information.		
<p>Aut 2, Sum 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan simple newspaper report and diary by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary. Create newspaper and diary recounts. Organise writing into paragraphs around a theme.</p> <p>Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><u>Audience, purpose and structure</u> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning. Understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in recounts). Make deliberate descriptive word choices to add detail and enhance reader's understanding.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Express time, place and cause using adverbs.</p> <p><u>Text</u> Paragraphs to group related material.</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p> <p>Terminology inverted commas, direct speech Revise year 2 – adverbs, verbs</p>	<p>Aut 2, Spr 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan diary and biographies by discussing and recording ideas.</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create diary and biography recounts. Consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>Proof read for spelling and punctuation errors.</p> <p><u>Audience, purpose and structure</u> Write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices for recounts). Use a consistent and appropriate structure.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use fronted adverbials and comma after fronted adverbial. Standard English forms for verb inflections instead of local forms.</p> <p><u>Text</u> Use of paragraphs to organise ideas around a theme</p> <p><u>Punctuation</u> Use comma after fronted adverbial.</p> <p>Terminology determiner, adverbial Revise year 3 – clause, subordinate clause</p>	<p>Aut 1, Spr 2, Sum 2</p> <p>Composition <u>Planning, drafting and editing</u> Plan an historical diary and biography by noting and developing initial ideas drawing on reading and research. Use others similar writing as a model for our own.</p> <p>Consistently link ideas across paragraphs. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning Create historical diary and biography recounts.</p> <p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors.</p> <p><u>Audience, purpose and structure</u> Consistently produce sustained and accurate non-fiction writing with appropriate structure, organisation and layout devices for a range of audiences and purposes. Choose the appropriate register.</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> Use relative clauses.</p> <p><u>Text</u> Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number.</p> <p><u>Punctuation</u> Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis.</p> <p>Terminology ambiguity, cohesion, parenthesis, bracket, dash, relative clause, relative pronoun Revise year 4 – adverbial</p>	<p>Aut 1, Sum 1</p> <p>Composition <u>Planning, drafting and editing</u> Plan both real and imaginary biographies and news reports by selecting the appropriate form and use others similar writing as a model for our own.</p> <p>Use organisational devices to structure text. Use a wide range of cohesion across and within paragraphs. Select appropriate grammar and vocabulary understanding how choices can change and enhance meaning. Create biography recounts both real and imaginary. Create different types of recount about a familiar topic.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p><u>Audience, purpose and structure</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, structure etc.)</p> <p>Vocabulary, grammar and punctuation <u>Sentence</u> The difference between vocabulary and grammar typical of informal speech and formal speech and writing.</p> <p><u>Text</u> Linking ideas using a range of cohesion devices. Use organisational devices such as headings, sub-headings and bullet points.</p> <p><u>Punctuation</u> How hyphens can be used to avoid ambiguity.</p> <p>Terminology hyphen Revise year 5 – ambiguity, cohesion</p>

<p><u>Vocabulary, grammar and punctuation</u></p>	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuation direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun - learning the grammar for years 5-6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>		
<p><u>Handwriting</u></p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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