

Progression in Spoken Language

<p>Early Years (Nursery) (Reception)</p>	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>To develop a wide and subject specific vocabulary:</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>To perform and be confident:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>To participate in discussions:</p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<p>Year 1 & Year 2</p>	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. <p>To develop a wide and subject specific vocabulary:</p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. <p>To speak with clarity and confidence:</p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. <p>To present stories with structure:</p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. <p>To hold conversations and debates:</p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own. • Know that different language is appropriate in different situations (formal and informal)

	<ul style="list-style-type: none"> • Make contributions that are relevant to those that have come before.
<p>Year 3 & Year 4</p>	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. <p>To develop a wide and subject specific vocabulary:</p> <ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. <p>To speak with clarity and confidence:</p> <ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation. <p>To present stories with structures</p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation. <p>To hold conversations and debates:</p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation.
<p>Year 5 & Year 6</p>	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation. <p>To develop a wide and subject specific vocabulary:</p> <ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. <p>To speak with clarity and confidence:</p> <ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken and written accounts. <p>To present stories with structures</p> <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery. <p>To hold conversations and debates:</p> <ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand.

- Add humour to a discussion or debate where appropriate.
- Select appropriate language in a range of situations (formal or informal).

Progression in Handwriting

<p>Early Years (Nursery) (Reception)</p>	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil between near point between first two fingers and thumb and uses it with good control • Can copy some letters e.g. in name • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed.
<p>Year 1</p>	<ul style="list-style-type: none"> • Sit correctly at a table, holding pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Form digits 0 – 9 • Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.
<p>Year 2</p>	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
<p>Year 3 & Year 4</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • Increase fluency to write down what they want to say
<p>Year 5 & Year 6</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Progression in Spelling

Early Years Reception	<ul style="list-style-type: none"> • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together. • To link sounds to letters, naming and sounding the letters of the alphabet. • To use their phonic knowledge to write words in ways which match their spoken sounds.
Year 1	<ul style="list-style-type: none"> • Spell words containing the 40+ phonemes taught • Spell the days of the week • Spell common exception words • Name letters of the alphabet in order • Use letter names to distinguish between alternative spellings of same sound • Use regular plural noun suffixes –s or –es • Add suffixes to verbs where no change is needed in the spelling of root words • Know how the prefix un– changes the meaning of verbs and adjectives
Year 2	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling • Add –ing, -ed, -er, -est • Add ‘-es’ to nouns and verbs ending in ‘y’ • Add suffixes: -ful, -less, -ly, -ment, -ness • Homophones (there/ their/ they’re, to/too/two, here/hear) • Learn to spell words with contracted forms • Learn how to use the possessive apostrophe (singular nouns)
Year 3	<ul style="list-style-type: none"> • Add prefixes dis-, mis-, re-, sub-, tele-, super-, auto- • Add suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ • Spell homophones
Year 4	<ul style="list-style-type: none"> • Spell words with endings sounding like –sion, -cian, -tion, -ssion • Add prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ • Add prefixes ‘anti-’ and ‘inter-’ • Add suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) • Add suffixes ‘-ous’, ‘-ly’ to words ending in ‘y’, ‘le’ and ‘ic’ • Use possessive apostrophe with plurals • Spell homophones
Year 5	<ul style="list-style-type: none"> • Spell words with the letter string ‘ough’ • Spell words ending in ‘-able’/ ‘-ably’ and ‘-ible’/‘-ibly’ • Spell homophones • spell words with ‘silent’ letters • Use spelling journals for etymology • Use a dictionary to support learning word roots, derivations and spelling patterns • Use strategies at the point of writing: using etymological/ morphological strategies for spelling
Year 6	<ul style="list-style-type: none"> • Add suffixes beginning with vowels to words ending in ‘-fer’ • Spell words with endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ • Spell words ending ‘-cial’ and ‘-tial’ • Spell words ending in ‘ant’, ‘-ance and ‘-ancy’ • Spell words ending ‘-ent’, ‘-ence’ and ‘-ency’

Progression in Writing: Year 1

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint		
RECOUNTS: Experiences, Diary, Report, Newspapers				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Attempts at third person writing Focused on individual or group participants e.g. I, we Beginning describes what happened	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally When Then So but The best part was The worst part was I liked I didn't like On Monday... The accident.... Angry, upset		
NON-CHRONOLOGICAL REPORTS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Ideas grouped together for similarity. Attempts at third person writing e.g. The man was run over. Written in the appropriate tense .e.g. Sparrow's nest... Dinosaurs were...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	_____are... _____is... They are... The different... This is a _ There are _____ These can be grouped_____		
Persuasion: Leaflet, Advert, Argument, Letter				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Ideas grouped in sentences in time sequence. Ideas are grouped together for similarity. Writes in first person	Sentences using simple pronouns Simple connectives are used to construct simple sentences e.g. and, but, then, so	Dear From I like I went I saw It was brilliant best exciting fantastic My favourite some people like They were There was Next Then First After And, but, so, when		
Story				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing e.g. The wolf was hiding.	Simple sentences, starting with a pronoun and a verb e.g. He went home	Year 1 ambitious vocab used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue		

Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after		
Poetry				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Plans poems through discussing and recording ideas Groups ideas together Uses simple poetic style to engage the reader Repeats key words to show meaning.	Writes simple sentences Sentences make sense sequentially Generates rhyming couplets Uses repetition e.g. I can smell.... I can taste ... Uses simple conjunctions to build simple sentences e.g. and, but, then, so.	Adjectives linked to e.g.: Colour Size Shape Movement Vocabulary linked to senses Begins to use: onomatopoeia Technical vocabulary: couplets, rhyme, structured, end rhyme, repetition, riddle, calligram.		
Skills that cross all genres				
Word Classes	<u>Noun</u> What a noun is. Regular plural nouns with s or es <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.			
Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I 			

Progression in Writing: Year 2

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.</p>	<p>First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly</p>	<p>The boy who lives with dragons. Tell me a dragon</p>	<p>Design their own dragon. Grow aqua dragons in the class.</p> <p>Exploring real life instruction leaflets.</p> <p>Drama – children role play looking after a dragon, class guess what it is they are doing.</p>
RECOUNTS: Diary entry				
Text Structure	Sentence	Useful vocabulary		
<p>Brief introduction and conclusion. Written in the past tense e.g. I went... I saw Main ideas organized in groups. Ideas organized in chronological order using connectives that signal time. Using sequencing techniques – time related words Structural features e.g. photo and caption</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>	<p>Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect It was a terrible... The scene was.....Some children were.... Awful amazing incredible</p>	<p>The Wright brothers Amelia Earhart – Big little people.</p>	<p>Arrival of a real life hot air balloon basket in the classroom.</p> <p>Hot seating – Interviewing Orville and Wilbur Wright.</p> <p>Story stepping – drama workshop playing the brothers on the day they flew for the first time.</p>
NON-CHRONOLOGICAL REPORTS				
Text Structure	Sentence	Useful vocabulary		
<p>Brief introduction and conclusion. Written in the appropriate tense e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>	<p>They like to They can It can Like many I am going to There are two sorts of They live in The ____ have but the ____ have _____</p>	<p>Dinosaur fact books Museum leaflet Fact file examples from Grammarsaurus The Fossil Hunter</p>	<p>School trip to the Oxford Natural History Museum & have a dinosaur workshop.</p> <p>Handling fossils.</p> <p>Reading real life fact files.</p> <p>Watching walking with dinosaurs.</p> <p>Walk to Chinnor quarry to look for fossils.</p>

Persuasion: Leaflet, Advert, Argument, Letter

Text Structure	Sentence	Useful vocabulary		
Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words. Write in an impersonal style	Subject/verb sentences e.g. I think... We want... It happened..... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Use rhetorical questions Use ambitious adjectives to grab the reader's attention	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt... The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable To sum up	Never show a T-Rex a book! Dear Dinosaur	Watch Andy's dinosaur adventure episode. Hot seating – ask Andy questions/interview him.

Story – Animal adventure story

Text Structure	Sentence	Useful vocabulary		
Sentences organised chronologically indicated by time related words e.g. finally. Divisions in narrative may be marked by sections/paragraphs. Connections between sentences make reference to characters e.g. Peter and Jane/ they. Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.	Subject/verb sentences e.g. He was... They were... It happened... Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Wombat goes walkabout Stories from the Billabong	Drama workshop – Aboriginal 'The rainbow serpent and the story of creation' Tring museum British animal taxidermy animals in the classroom. Visiting our school animals – goats, guinea pigs, fish.

Poetry

Text Structure	Sentence	Useful vocabulary		
Consolidates work from Year 1 Plans poems through discussing and recording ideas. Uses simple repeating phrases or lines as models Begins to organise ideas using ambitious vocabulary. Borrows or begins to create a repeating pattern. Recognises lists as a poetic form and creates own list poems. May use a structure of paired couplet	Experiments with alliterative phrases to create humour and surprising combinations. Makes adventurous word choices to describe closely observed experiences. May use rhyme for effect. May begin to vary sentence length for effect. Use similes May experiment with word play	Uses ambitious vocabulary Uses more ambitious and precise adjectives Appropriate choice of adverbs- ly words. Begins to use alliteration Uses precise nouns and verbs Technical vocabulary: pattern, rhyme, repetition, pace, alliteration couplets, lists, similes, onomatopoeia,	Carnival of the animals by Michael Morpurgo Tiger tiger burning bright! Rumble in the jungle Benjamin Zephaniah – Funky chickens	Poetry slam Perform in class and in assembly Film on the ipad and watch back. Listening to adults and children perform poetry.

Word Classes

Noun
Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.

Verbs
Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.

Adjectives

	<p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>
Punctuation	<p>Use spaces that reflect the size of the letters</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>

Progression in Writing: Year 3

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards After that</p> <p>To begin with Begin by Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p>How To Wash A Woolly Mammoth</p> <p>Cave Girl</p>	<p>Acting out a range of instructions</p> <p>Sorting real books</p> <p>Looking at real instructions</p>
RECOUNTS: Experiences, Diary, Report, Newspapers				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon Meanwhile To begin with</p> <p>I was pleased that ...</p> <p>I didn't expect that It was difficult to</p> <p>While, if, as, when.</p> <p>Witnesses felt... He reported that... He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by.. Hours later</p> <p>Unfortunately Fortunately</p>	<p>Roman Myths</p>	<p>More TBC – Summer 1</p> <p>Drama activities to explore story</p>
NON-CHRONOLOGICAL REPORTS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes Often Most</p>	<p>The Rainforest Book</p> <p>The Great Kapok Tree</p>	<p>Fact-Finding Mission</p> <p>Non-Chronological Report Jigsaw</p> <p>Digital Reports</p> <p>Role Playing Experts</p>

Persuasion: Leaflet, Advert, Argument, Letter

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Clear introduction. Points about the subject/visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.</p>	<p>Simple sentences with extra description. Start sentences with verbs e.g. imagine, consider, enjoy Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that... Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>The Thieves of Ostia Escape from Pompeii</p>	<p>More TBC – Summer 2 Watching read adverts Using drama Using Physical Items</p>

STORY

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly</p>	<p>Arthur and the Golden Rope How to be a Viking</p>	<p>Pupils create a visual map depicting an epic journey from narrative Acting as characters from story</p>

POETRY

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Plans poems through discussing and recording ideas. Writing is based on a chosen audience. Recognises quatrain and begins to write own Organises ideas into verses/ stanzas around a given theme. Borrows or creates a repeating pattern. Writes free verse Writes kennings Content makes sense and this is maintained throughout the piece</p>	<p>Chooses deliberate and precise nouns, adjectives and verbs. Experiments with alliteration Varies sentences for clarity and purpose. May use one word sentences for effect. Uses similes Experiments with word play. Uses some complex sentences where appropriate. Keeps tense consistent Uses expanded noun phrases</p>	<p>Uses ambitious vocabulary Topic related vocabulary Similes – as/ like Technical vocabulary: stanza, verse, quatrain, intonation, free verse, similes, pattern, couplets, onomatopoeia, kenning, alliteration</p>	<p>Into the Jungle The Rhythm of Rain</p>	<p>Listening to adults/poets read aloud Poetry area created Poetry slam</p>

Word Classes	<p><u>Noun</u>: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u>: Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u>: Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u>: Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u>: Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u>: Introduce/revise adverbs. Express time and cause; then, next, soon.</p>
Punctuation	<p>Use full range of punctuation from previous year groups</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas in direct speech</p> <p>Use 'a' or 'an' correctly most of the time</p> <p>Use subordinate clauses</p>

Progression in Writing: Year 4

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by... Carry on...</p> <p>Do this until... Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p>	<p>How to mummify – National Geographic WAGOLL</p>	<p>Visit Ashmolean Mummify a tomato</p>

RECOUNTS: Experiences, Diary, Report, Newspapers

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events / ideas.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p> <p>Links between key ideas in the newspaper.</p> <p>All newspaper layout features included</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Bold eye-catching headline which includes alliteration</p>	<p>Variation in sentence structures e.g. While we watched the sea- lion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Later on... Before long..</p> <p>At that very moment..</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by..</p> <p>I felt overwhelmed when..</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p> <p>Within minutes....</p>	<p>Mary and the riddle of the sphinx, Joe Todd Stanton</p>	<p>Visit to Ashmolean Archaeological dig</p>
			Revisit genre:	

NON-CHRONOLOGICAL REPORTS					
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities	
<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will The following Information Usually Normally Even though Despite the fact As a rule</p>	<p>Fact books Blue Planet by Moira Butterfield Blue Planet – David Attenborough Blue Planet episodes</p>	<p>Poster Litter picking Clay sea creatures Water cycle jars</p>	
			Revisit genre:		
Persuasion: Leaflet, Advert, Argument, Letter					
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities	
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p>Somebody Swallowed Stanley – Sarah Roberts Plasticfreeschools.org.uk Why the whales came? Michael Morpurgo ManFish Duffy's Lucky Escape, Ellie Jackson Planet full of plastic, Neil Layton</p>	<p>Poster Litter picking Clay sea creatures Water cycle jars</p>	
STORY – Setting and character descriptions – Autumn 1					
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities	
<p>Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood e.g. angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p>Harry Potter</p>	<p>Wand making Perform writing on stage Harry Potter Day</p>	
			Revisit genre:		
					<p>Spring 2 – Blue Planet, descriptive settings of artwork</p>
POETRY – Autumn 2					
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities	
<p>Consolidates work from previous year groups Has a clear opening/ closing line Uses verses/ stanzas for effect</p>	<p>Variation in sentences and clauses for effect Uses similes and may use metaphors</p>	<p>Uses ambitious vocabulary Uses topic related vocabulary. Technical vocabulary:</p>	<p>Flander's Field Gunner's Day When the Sky Falls by Phil Earle</p>	<p>WW2 experience WW2 Day WW2 Christmas morning Create a collaborative poem with parents</p>	

Uses known structures / styles as a model for own poems. Recognises different styles including cinquains and concrete poems.	Makes deliberate and precise vocabulary choices that will have an effect on the reader Uses playful language to engage the reader May use rhetorical questions to heighten reader engagement.	cinquain, concrete, shape, calligram, structure metaphor, onomatopoeia, accent, stress, word play.	Read poetry in the Christmas Assembly
			Re-visit genre: Spring 2 – Poetry Slam
Word Classes	<u>Noun:</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. <u>Adjectives:</u> Choose appropriate adjectives <u>Connectives/conjunctions:</u> Use a wide range of connectives. <u>Tense:</u> Correct use of past and present tense. <u>Adverbs:</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.		
Punctuation	Use full range of punctuation from previous year groups Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.		

Progression in Writing: Year 5

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.	Don't forget to.. Be careful of.. Don't worry about.. Concentrate on.. At this point...	Examples from Hamilton trust and Grammarsaurus– How to make a level mechanism (compare to explanation text)	Making blood activity
RECOUNTS: Newspapers, biographies				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	As it happened As a result of In addition to this.. Consequently Subsequently Unlike the rest of the group, I felt.. In a flash.. Presently Meanwhile In conclusion The experience overall..... Witnesses.... Unfortunately.... May panicked when.....	Range of examples of newspaper articles from Grammarsaurus Real newspaper examples Examples of biographies from Grammarsaurus	Interviewing people at home

NON-CHRONOLOGICAL REPORTS: Explanation text

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe... This article is designed to Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___will enable you to understand.</p> <p>Unlike Despite Although</p> <p>Like many</p>	<p>Examples from Hamilton Trust – How escalators work, How Alexa works</p>	<p>Making blood Heart dissections</p>

Persuasion: Argument

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose is clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p> <p>Emotive language is used throughout to engage the reader</p> <p>Viewpoint is transparent for reader</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement</p> <p>e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader’s opinion e.g. you will never need to ...</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p> <p>I am convinced that ... In my opinion</p> <p>On balance...My evidence to support this</p> <p>Furthermore moreover</p> <p>Surely only a fool would consider...</p>	<p>Range of persuasive adverts/ leaflets etc. That the children bring in.</p>	<p>Watching Ted videos of persuasive speeches</p> <p>Own choice of argument – choice of what to reseach</p>

STORY - Myth

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement</p> <p>e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd)</p> <p>e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Who Let the Gods Out by Maz Evans</p> <p>Range of stories from ‘An Illustrated Treasury of Myths and Legends’ published by Dean</p>	<p>Making own mythical creatures and heroes</p>

POETRY

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Consolidates work from previous year groups</p> <p>Writes poems for a range of audiences and purposes using key features taught.</p> <p>Models for reading are integrated into writing</p> <p>Recognises haikus and uses as a model for own work.</p> <p>Recognises blackout poetry and uses as a model for own work.</p> <p>Selects pattern or form to match meaning and own voice.</p> <p>Use flair, humour and imagination to engage the reader</p>	<p>Varies the length of lines for effect e.g. atmosphere/ pace.</p> <p>Uses similes/metaphor/personification.</p> <p>Uses a variety of openers and adverbials</p> <p>Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader</p> <p>Experiments with language e.g. unexpected word combinations.</p>	<p>Uses ambitious vocabulary</p> <p>Uses homophones or near rhymes to create humour.</p> <p>Uses appropriate and precise technical vocabulary related to theme.</p> <p>Technical vocabulary: personification, metaphor, onomatopoeia, near rhyme, homophones, word play, free verse, humour, cinquain, haiku, blackout poetry</p>	<p>All of us knocking on the stable door – David Harmer</p> <p>The language of cat – Rachel Rooney</p> <p>Russian Doll – Rachel Rooney</p>	<p>Watching videos of performance poetry</p> <p>Performing poems to the class</p>
Word Classes	<p><u>Noun</u>: Locate and identify expanded noun phrases.</p> <p><u>Verbs</u>: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u>: Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u>: Use a wide range of connectives.</p> <p><u>Tense</u>: Change tense according to features of the genre.</p> <p><u>Adverbs</u>: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>			
Punctuation	<p>Consolidate all previous learning.</p> <p>Use commas to clarify meaning or to avoid ambiguity with increasing accuracy</p> <p>Use relative clauses with a relative pronoun</p> <p>Use brackets, dashes or commas to begin to indicate parenthesis</p>			

Progression in Writing: Year 6

INSTRUCTIONS				
Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Consolidate work from previous learning.</p>	<p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking...</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't..</p> <p>I would suggest...</p> <p>Many people at this stage...</p>	<p>'How the Grinch Stole Christmas' By Dr Seuss</p> <p>WAGOLL Texts</p>	<p>Innovate with the theme around Christmas (How to make the perfect Christmas Dinner)</p> <p>Watch The film to make notes</p> <p>Link to other parts of the curriculum where instructions are used (Cooking club, making a Bûche de Noël in French, making a chocolate bar etc)</p>

RECOUNTS: Experiences, Diary, Report, Newspapers

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p>	<p>'The Titanic Detective Agency' By Lindsay Littleson</p> <p>Range of Non-Fiction Texts about the Titanic</p> <p>Newspaper Articles from the time.</p>	<p>Summer Term TBC</p>

	Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...	This article will frame... It can be difficult to... Each paragraph... More than half Less than half... Despite continued efforts...		
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NON-CHRONOLOGICAL REPORTS

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly e.g. In the event of a fire...	They are unusually They are rarely..... They are never.. They are very... Generally Be careful if you..... Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half.... Less then half...	'Holes' By Louis Sachar Non – Fiction Examples of animals e.g. Lizards	Link to other areas of the curriculum to practise skills e.g. Geography researching and writing a fact file about a country or state in 'The Americas'.

Persuasion: Leaflet, Advert, Argument, Letter

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
Letter / arguments are well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire...	Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently...Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...	Examples of adverts (for chocolates) WAGOLL Texts Persuasive Leaflets	Watch adverts for Chocolates to identify target audiences. Taste Testing and reviewing packaging for real chocolate bars. (Link to DT work on designing and making their own chocolate bars) Link to geography: Create Persuasive Leaflets to visit country in 'The Americas'

STORY

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
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<p>The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>	<p>Year 6 ambitious vocabulary used</p>	<p>'Holes' By Louis Sachar 'The Curse of The Maya' By Andy Loneragan and Johnny Pearce 'Charlie and the Chocolate Factory' By Roald Dahl</p>	<p>Draw pictures of the setting - Setting Description Suspense writing Character and Setting Descriptions. Innovate a new chapter of Charlie and the Chocolate Factory in the style of Roald Dahl, using dialogue to move the action on.</p>
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POETRY

Text Structure	Sentence	Useful vocabulary	Texts	Learning Opportunities
<p>Consolidates work from previous year groups Writes in different styles, which are maintained throughout and challenge the reader's interest. Writing is appropriate to purpose and reader. Uses a range of layout devises. Shows cohesion through verses e.g. a repeated word, known structure etc. Uses all key features taught. Stanzas are sized for effect Recognises strict verse poetry and uses as a model for own work. Attempts to write different forms of poetry e.g. free verse; strict verse; invents repeating patterns etc.</p>	<p>Varies the length of lines for effect e.g. atmosphere/ pace. Uses similes/metaphor/personification. Uses symbolism to enhance a themed motif. Varies clauses, sentences and phrases. Uses active or passive voice as appropriate. Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader Uses a range of complex, compound and simple sentences for effect. Uses fronted adverbials Uses prepositional phrases effectively and appropriately.</p>	<p>Uses ambitious vocabulary. Effectively uses: Alliteration Onomatopoeia, Similes, Metaphors, Personification Uses appropriate and precise technical vocabulary related to theme Uses varied and precise vocab to create a particular stylistic effect. Uses homophones or near rhymes for puns. Recognises and uses the difference between the vocabulary typical of informal speech and vocab appropriate for formal speech & writing. Technical vocabulary: Imagery, pun, symbolism, refrain, strict verse, dialect, assonance, analogy, anthology, ambiguity, pace, theme.</p>	<p>WAGOLL Y6 Rap Videos of performance poetry.</p>	<p>Collaborative poetry writing – to create a rap on a theme (e.g. Y6, football etc) Poetry Slam Children perform poems in class and winners perform in assembly.</p>
Word Classes	<p><u>Noun</u>: Expanded noun phrases to convey complicated information concisely. <u>Verbs</u>: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u>: Choose appropriate adjectives <u>Connectives/conjunctions</u>: Use a wide range of connectives. <u>Tense</u>: Change tense according to features of the genre. <u>Adverbs</u>: Link ideas across a text using cohesive devices such as adverbials.</p>			

Punctuation

Making some correct use of semi-colons, colons, dashes, hyphens

Use most correctly inverted commas, commas for clarity, punctuation for parenthesis

Use a wide range of clause structures, sometimes varying their position within sentence