



I am a writer...

I am a writer. I can communicate my ideas for a purpose: to entertain, inform, explain or persuade. My writing skills enable me to transcend subject disciplines, and so I am able to write as storyteller, a poet, geographer, a scientist, a designer, an historian, a mathematician and an engineer. I have been empowered: I understand the technical disciplines of grammar, punctuation, sentence construction and text structure; I know the intent and affect these aspects of writing have on an intended audience. I can use accurate vocabulary. I create and craft ideas for audiences beyond my classroom.



Key Concepts for Writers

Key Concepts	
<p>What is writing? The earliest known writing dates back to around 3,000 BC and is widely believed to have been invented by the Sumerians, living in major cities with centralised economies in what is now southern Iraq. Temple officials needed to keep records of the grain, sheep and cattle entering or leaving their stores and farms and it became impossible to rely on memory. An alternative method was required and the very earliest texts were pictures of the items scribes needed to record (known as pictographs).</p> <p>They began to draw marks in the clay to make up signs, which were standardised, so they could be recognised by many people. A wedge-shaped instrument (usually a cut reed) was used to press the signs into soft clay. This gave the writing system its name, 'cuneiform', meaning wedge-shaped. From these beginnings, cuneiform signs were put together and developed to represent sounds, so they could be used to record spoken language. Once this was achieved, ideas and concepts could be expressed and communicated in writing.</p> <p>Today writing continues to serve purpose: to inform, entertain, explain and persuade.</p>	<p>Writing has four intended purposes: inform, entertain, explain or persuade.</p>
	<p>Writing is presented in a range of formality.</p>
	<p>There are rules and disciplines to writing: These are the spelling of words; the grammatical accuracy of words and these words within sentences and the punctuation devices that help to clarify meaning.</p>
	<p>Vocabulary informs the accuracy of the intended written word.</p>
	<p>Words can be printed or presented in handwritten form</p>

Key Knowledge, Vocabulary and Skills – Writers: Year Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Introduce:</p> <ul style="list-style-type: none"> • Planning Tool –Story map /story mountain • Whole class retelling of story • Understanding of beginning/ middle / end • Retell simple 5-part story: <i>Once upon a time First / Then / Next But So Finally,happily ever after</i> • Non-fiction: Factual writing closely linked to a story • Simple factual sentences based around a theme • Names, Labels Captions, Lists Diagrams, Messages 	<p>Introduce:</p> <ul style="list-style-type: none"> • Simple sentences Simple Connectives: <i>and who until but</i> • Say a sentence, write and read it back to check it makes sense. • Compound sentences using connectives (coordinating conjunctions) and / but • -'ly' opens Luckily / Unfortunately, 'Run' – • Repetition for rhythm: e.g. <i>He walked and he walked</i> • Repetition in description e.g. <i>a lean cat, a mean cat</i> 	<p>Introduce:</p> <ul style="list-style-type: none"> • Determiners <i>the a my your an this that his her their some all</i> • Prepositions: <i>up down in into out to onto</i> • Adjectives e.g. <i>old, little, big, small, quiet</i> • Adverbs e.g. <i>luckily, unfortunately, fortunately</i> • Similes – using 'like' 	<p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Full stops • Capital letters 	<p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' 	<p>Children use their phonic knowledge to write words in ways, which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences, which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Printing letters & capital letters for starting letter of own name</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Writing on the lines • Precursive handwriting • Full stops • Capital letters to begin sentences.

Range & Context

Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction types	Poetry types	Poetry Spine
<p>Little Red Hen The Enormous Turnip <i>Stanley's Stick</i> <i>Enormous Turnip</i> <i>Leaf Man</i> <i>Farmer Duck</i>, <i>TattyBoogle</i>, <i>Who took the Farmer's hat?</i> <i>Hattie and fox</i> <i>Scarecrow's hat</i> The Three Billy Goat's Gruff Gingerbread Man Traditional stories, Big Bear Little Bear Bear's Winter House Gruffalo's Child Harry & Bucket full of dinosaurs How to wash a Woolly Mammoth <i>Dinosaurs love underpants</i> <i>I'm a hungry dinosaur</i> Pace at last How to catch a star Whatever next <i>Goodnight Moon</i>, <i>Shh!</i> <i>Mrs Armitage</i> <i>Man on the Moon</i> <i>Dr Xargles Book of Earthlets</i> Jack and the beanstalk Handa's surprise Owl babies, Six Dinner Sid Mr Gumpy's Outing Where the Wild Things The Lighthouse Keeper's lunch Sally and the Limpet Little Boat The Beach Sunk</p>	<p>Traditional Tales / Repetitive tales: Three Billy Goats Gruff, The Little Red Hen, The Enormous Turnip</p>		Captions	<ul style="list-style-type: none"> • Rhyming words • Short line verse • Free verse with rhyming words • Onomatopoeic words 	<ul style="list-style-type: none"> • My Many Coloured Days by Dr Seuss • 'This Little Puffin' • Out and About by Shirley Hughes/ Book about weather • Sharing a Shell by Julia Donaldson • My Many Coloured Days • This Little Puffin • A Treasury of Songs • Sharing a Shell
	<p>Meeting Tale: One Snowy Night Wishing tale: Big Bear, Little Bear</p>		Reports		
	<p>Journey tale: Whatever Next Meeting tale: How to Catch a Star</p>		Diagrams		
	<p>Finding tale: Harry and the Bucketful of Dinosaurs</p>	Instructions :How to Wash a Woolly Mammoth	Messages		
	<p>Meeting tale: Monkey Puzzle, Defeat the monster/Rags to riches: Jack and the Beanstalk</p>		Names		
	<p>Defeat the monster: The Lighthouse Keeper's Lunch, Wishing tale: Sally and the Limpet</p>	Report: Sea creatures	Lists		

Key Knowledge, Vocabulary and Skills – Writers: Year 1

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Reception list</p> <p>Introduce: Fiction:</p> <ul style="list-style-type: none"> Planning Tools: Story map / story mountain (Refer to Story-Type grids), oral rehearsal Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding] 5 parts to a story: <ul style="list-style-type: none"> Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly.../ Unfortunately,... Resolution Fortunately,.... Ending Finally,.... <p>Consolidate Non-fiction:</p> <ul style="list-style-type: none"> Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence Generally use past and present tense accurately <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading 	<p>Consolidate Reception list</p> <ul style="list-style-type: none"> Introduce: Types of sentences: <i>Statements Questions Exclamations</i> Simple Connectives: <i>and or but so because so that then that while when where</i> Also as openers: <i>While... When... Where... -'ly' openers Fortunately,...Unfortunately, Sadly,...</i> Simple sentences e.g. <i>I went to the park. The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i> Compound sentences using connectives (coordinating conjunctions) <i>and/or/ but/so</i> e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i> Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i> Sequence of linked sentences 'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i> Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i> Use because and but to join clauses 	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Prepositions: <i>inside outside towards across under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house... The huge elephant...</i> Alliteration e.g. <i>dangerous dragon slimy snake</i> Similes using as...as... e.g. as tall as a house as red as a radish Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Uses simple noun phrases e.g. a huge, scary monster. A brilliant day out. Consistently use vocabulary from across the curriculum in their writing 	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Capital Letters: Capital letter for names Capital letter for the personal pronoun I Capital letter for proper nouns Full stops Question marks Exclamation marks Speech bubble Bullet points <p>Introduce:</p> <ul style="list-style-type: none"> Punctuation Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural 	<p>Consolidate:</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' <p>Introduce:</p> <ul style="list-style-type: none"> Punctuation Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural 	<ul style="list-style-type: none"> spell the Y1 common exception words (appendix 1 in NC) spell words containing each of the 40+ phonemes already taught spell days of the week names the letters of the alphabet in order use letter sounds to distinguish between alternate spellings of the same sound spell verbs ending in -ing, -ed and -er spell words containing the range of Y1 phonemes spell adjectives ending in -er and -est spell words using the prefix un- Can use -s or -es for the third person singular marker for verbs spell plural nouns by adding –s and –es spell compound words correctly write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words Consistently apply Y1 spelling expectations across their writing 	<p>Consolidate:</p> <ul style="list-style-type: none"> Sit correctly at the table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form all capital letters correctly Form all digits 0 - 9 correctly Leave spaces between words Understand which letters belong to which family (e.g. tall letters, long letters). <p>Introduce:</p> <ul style="list-style-type: none"> Form correctly sized and orientated lower-case letters, capital letters and digits Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined Use spacing between words that reflects the size of the letters <p>Editing</p> <ul style="list-style-type: none"> Consistently use editing and revising strategies to improve the quality and accuracy of their writing
Range & Context						
Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-fiction type	Poetry types	Poetry Spine	
Three Little Pigs	Conquering the monster tale: Three Little Pigs	Home	Instruction	<ul style="list-style-type: none"> Acrostic Shape poems Riddles 	Twinkle Twinkle Chocolate Bar Hey, Little Bug! When We Were Very Young The Puffin Book of Fantastic First Poems	
Home	Finding tale: How the Tortoise Got His Shell		Report			
Belonging	Warning tale: Gunny Wolf		Recount			
Not now Bernard	Wishing tale: The Bear and the Piano		Persuasion			
Cops & Robbers	Losing tale: Billy's Beetle		Explanation			
The Giraffe the Pelly...	Journey tale: Sam and the Toy Farmer (CT invented story)		Discussion (oral)			
How the tortoise got his shell						
Esio Trot						
Zoo in the sky						
How the Whale Became and other stories						
Creatures						
Lots of Diversity						
The very helpful hedgehog						
Gunny Wolf						
The Gruffalo						
Blown Away						
Paper Dolls						
Cookatoos						

The Bear and the Piano Beegu Magic Porridge Pot The Magic Paintbrush Mr Big Billy's Beetle Dogger Knuffle Bunny, The Little Guide to Wild Flowers Footpath of flowers The Great Journey Journey Lost and Found The Crow's Tale Shaggy Dog and the terrible itch On Sudden Hill					
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Key Knowledge, Vocabulary and Skills – Writers: Year 2

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>• Consolidate Year 1 list</p> <p>Introduce: Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary <ul style="list-style-type: none"> Opening eg <i>In a land far away</i> Build-up eg <i>Later that day</i> Problem / Dilemma <i>To his amazement</i> Resolution eg <i>As soon as</i> Ending eg <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence <p>Non-Fiction Introduce:</p> <ul style="list-style-type: none"> Secure use of planning tools: Text map / washing line / 'Boxing-up' grid Introduction: <ul style="list-style-type: none"> Heading Hook to engage Factual statement Opening question <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken/ Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading 	<p>• Consolidate Year 1 list</p> <p>Introduce: (See Connectives and Sentence Signposts doc)</p> <ul style="list-style-type: none"> Types of sentences: Statements, Questions, Exclamations, Commands '-ly' starters eg <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: <ul style="list-style-type: none"> adjectives eg <i>The boys peeped inside the dark cave.</i> adverbs eg <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so / yet</i> (coordinating conjunctions) Complex sentences (subordination) using: <ul style="list-style-type: none"> Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried.</i> Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> eg <i>While the animals were munching breakfast, two visitors arrived.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases eg <i>lots of people, plenty of food</i> List of 3 for description eg <i>He wore old shoes, a dark cloak and a red hat.</i> 	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Prepositions: <i>behind above along before between after</i> Alliteration eg <i>wicked witch</i> Similes using ... like ... <i>... like sizzling sausages ...hot like a fire</i> Two adjectives to describe the noun <i>The scary, old woman ...</i> Adverbs for description <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information Lift the pot carefully onto the tray. Generalisers for information, Most dogs ... Some cats ... Formation of nouns using suffixes such as -ness, -er Formation of adjectives Use suffixes such as -ful, -less, -ment, -ness, -ly (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes -ed, -ing, -er and -est to form comparisons of adjectives and adverbs Add -ies to make plurals where a change in the root word is necessary Use a variety of simple pronouns – he, she, the girl, Lucy Use progressive form of verbs – I was running. They are cooking dinner. We were playing in the garden. It was raining all day. Use past and present tense correctly and consistently Consistently use vocabulary from across the curriculum in their writing 	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after -ly opener <i>Fortunately, ... Slowly, ...</i> Speech bubbles/speech marks for direct speech Apostrophes to mark contracted forms in spelling <i>don't, can't</i> Apostrophes to mark singular possession eg <i>the cat's name</i> 	<p>Consolidate:</p> <ul style="list-style-type: none"> Punctuation <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural <ul style="list-style-type: none"> Adjective Verb Conjunction Connective Alliteration Simile – 'as' / 'like' <p>Introduce:</p> <ul style="list-style-type: none"> Apostrophe (contractions and singular possession) Commas for description Commas in a list 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases to describe and specify Generalisers Exclamation marks as an indicator to the reader 	<ul style="list-style-type: none"> Can spell most the Y2 common exception words and homophones Segmenting spoken words into phonemes and representing these by graphemes, spelling many or most correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell more words with contracted forms Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) [for example, the girl's book] Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Can spell words using Y2 suffixes and rules for plurals Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Can spell words containing the range of Y2 phonemes Consistently apply Y2 spelling expectations across writing 	<ul style="list-style-type: none"> Form correctly sized and orientated lower-case letters, capital letters and digits Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined Use spacing between words that reflects the size of the letters Use joined handwriting most of the time <p>Editing</p> <ul style="list-style-type: none"> Use a dictionary Read writing aloud to make intonation clear Consistently use editing and revising strategies to improve the quality and accuracy of their writing Proof-read and edit writing in relation to Y2 grammar and spelling expectations

Range & Context					
Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction type	Poetry types	Poetry Spine
The Way Back Home	Finding tale: The Story of Pirate Tom	Christopher Columbus	Instruction	<ul style="list-style-type: none"> • Haiku • Diamante • Free verse/poet focus 	Heard it in the Playground The Works Key Stage 1 Crazy Mayonnaisy Mum A Frist Poetry Book
Great women who changed the world.	Rebirth tale: Little Samuel		Report		
Fantastic Mr Fox	Journey tale: The Snail and the Whale		Persuasion		
On the way home	Rebirth: The Tin forest		Recount		
Snail and the Whale	Losing Tale: The Disgusting Sandwich		Explanation		
Augustus and his smile	Meeting Tale: The Papaya that Spoke		Discussion (oral and written)		
Flat Stanley					
Meerkat Mail					
Little Red					
Who's afraid of the big bad pig?					
The Matchbox Diary					
Emily Brown and the Thing,					
The Tin Forest					
The Promise					
The Flower					
Wonder					
The Disgusting Sandwich					
You belong here					
The Owl who was Afraid of the Dark					
Rainbow Bear					
One night far from here					
Hodgeheg					
The Papaya that spoke.					
Pumpkin soup					
George's Marvellous Medicine					
Fruits					

Key Knowledge, Vocabulary and Skills – Writers: Year 3

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 2 list</p> <p>Introduce: Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: <ul style="list-style-type: none"> Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. <p>Non-Fiction Introduce:</p> <ul style="list-style-type: none"> Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings and headings, columns, logical sequencing and captions to introduce sections / paragraphs in fiction and non-fiction writing Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time 	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i> Embellished simple sentences: Adverb starters to add detail e.g. <ul style="list-style-type: none"> Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using connectives: and/ or / but / so / /nor / yet / although / while / as / because (coordinating conjunctions) <ul style="list-style-type: none"> Develop complex sentences (Subordination) with range of subordinating conjunctions -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> 	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Prepositions <i>Next to by the side of In front of during through throughout because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i> Use present perfect form of verb e.g. He had left that morning... She has baked cakes for years.. They have moved to France... Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> Use a range of adverbs, conjunctions and prepositions for time, place and cause More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i> Nouns formed from prefixes e.g. <i>aufo... super...anti...</i> Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i> Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i> Use pronouns and nouns to aid cohesion with sentences Consistently use vocabulary from across the curriculum in their writing 	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Secure the use of commas in a list Secure use of apostrophes for contractions and singular possession Demarcate speech with all necessary punctuation 	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs (imperative) Tense (past, present, future) Connective Generalisers Alliteration Simile – 'as' / 'like' <p>Introduce:</p> <ul style="list-style-type: none"> Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions Subordinating conjunction Commas in a list 	<p>Consolidate Year 2 list</p> <p>Refer to Y3 HVA Spelling Bank:</p> <ul style="list-style-type: none"> Can spell at least half of the Y3/4 common exception words, homophones and words from other origins Can spell words using some of the Y3/4 prefixes and suffixes Can use the first 2 letters of a word to check spellings in a dictionary Consistently apply Y3 spelling expectations across writing 	<p>Consolidate Year 2 expectations</p> <ul style="list-style-type: none"> Write in a legible, joined and consistent style <p>Editing</p> <ul style="list-style-type: none"> Use a dictionary Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations Proof-read and edit own writing Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear Consistently use editing and revising strategies to improve the quality and accuracy of their writing Proof-read and edit writing in relation to Y3 grammar and spelling expectations

<p>and cause e.g. <i>I have written it down so I can check what it said.</i></p> <ul style="list-style-type: none"> • Use of present perfect instead of simple past. <i>He has left his hat behind</i>, as opposed to <i>He left his hat behind.</i> • Secure use of paragraphing • Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading 	<ul style="list-style-type: none"> • Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> <p><u>Dialogue –powerful speech verb</u> e.g. <i>"Hello," she whispered.</i></p> <ul style="list-style-type: none"> • Understand the concept of a main and subordinate clause 					
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Range & Context

Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction types	Poetry types	Poetry Spine
Iron Man Cat Tales: Ice Cat The Sheep Pig The Abominables The Lion, the Witch and the Wardrobe The Battle with Bubble and Squeak Hansel and Gretel Previously, Dolphin Boy Leon & the space between Lost Happy Endings Quest Tear thief Amazing Grace Tuesday	Warning tale: The Iron man		Discussion (oral and written)	<ul style="list-style-type: none"> • Rhyming couplets • Clerihew • Raps 	Quick, Let's Get Out of Here The World's Greatest Space Cadet Paint Me a Poem The Puffin Book of Utterly Brilliant Poetry
	Adventure tale: Adventures at Sandy Cove	WW1 stories	Recount		
	Conquering the monster tale: The Magic Brush	Tudor stories	Report		
	Portal tale: Elf Road		Explanation		
	Wishing tale: King of the Fishes		Persuasion		
	Journey tale: Kassim and the Greedy Dragon		Instruction		

Key Knowledge, Vocabulary and Skills – Writers: Year 4

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story <i>Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters</i> Develop settings linked to genre and intended effect Develop characters <p>Non-Fiction</p> <ul style="list-style-type: none"> Introduce: Secure use of planning tools: <ul style="list-style-type: none"> Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams <i>Introduction Middle section(s)</i> Ending: <i>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</i> Appropriate choice of pronoun or noun across sentences to aid cohesion Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading 	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i> Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions) Develop complex sentences: (Subordination) Write complex sentences with the subordinate clause at the start and at the end of the sentence Main and subordinate clauses with range of subordinating conjunctions. '-ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i> Expanded '-ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i> Drop in '-ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i> Repetition to persuade e.g. Find us to find the fun Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Use noun phrases expanded with modifying adjectives, modifying nouns and prepositional phrases Use fronted adverbial for time, manner and place Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs 	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i> Proper nouns refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> The grammatical difference between plural and possessive – Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Possessive pronouns e.g. hers, theirs, ours, yours, mine Understand the difference between plural and possessive – Correct verb tense and form 	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i> Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural. Secure use of commas to separate main and subordinate clauses 	<p>Consolidate:</p> <p>Punctuation:</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions <ul style="list-style-type: none"> Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun <ul style="list-style-type: none"> Alliteration Simile – 'as' / 'like' Synonyms <p>Introduce:</p> <ul style="list-style-type: none"> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession 	<p>Consolidate Year 3 expectations.</p> <p>Refer to Y4 HVA Spelling Bank:</p> <ul style="list-style-type: none"> Use prefixes and suffixes from Y3/4 appendix and know how to add them Spell and use words which are often misspelled from the y3/4 word list Spell and use homophones and near homophones from the y3/4/ list Use the suffixes tion, ation, sion,cian to form nouns Use and spell the 'in' prefix when it is changed to il, ir,im Use the suffix ly to form adverbs Use the suffix ous to form adjectives Spell words with : ou,ch,que, gue, sc from the spelling appendix Write simple dictated words and sentences that include spelling (and punctuation) taught Use dictionaries effectively using 1st 3 letters of a word to check spelling. Consistently apply Y4 spellings across their writing 	<ul style="list-style-type: none"> Increase legibility, consistency, quality of handwriting, e.g. downstrokes parallel and equal Use joined writing consistently <p>Editing</p> <ul style="list-style-type: none"> Use a dictionary Evaluate writing through discussion and make improvements through revising the grammar, spelling and vocabulary in relation to the Y4 expectations Proof-read and edit writing Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear Consistently use editing and revising strategies to improve the quality and accuracy of their writing Consistently use vocabulary from across the curriculum in their writing

	<ul style="list-style-type: none"> Secure cohesion with paragraphs Maintain an appropriate level of formality throughout writing 					
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Range & Context					
Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction type	Poetry types	Poetry Spine
Bill's New Frock Charlotte's Web Why the Whales Came The Snow Walker's Son Perry Angel's Suitcase Voices in the Park Greenling	Warning tale: The Tunnel		Report	<ul style="list-style-type: none"> Performance poems – The Sound Collector kennings – Discover me Riddles – The Tyger 	Deep in the Green Wood Hot Like Fire Hello H2O Sensational!
	Conquering the monster tale: Beowulf		Explanation		
	Portal story: Clock Close		Instruction		
	Journey tale: Zelda Claw		Discussion (oral and written)		
	Warning tale: Trapped by the Tide				
	Adventure tale: The Whale				

Key Knowledge, Vocabulary and Skills – Writers: Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use a range of cohesive devices within and between paragraphs Develop setting and atmosphere in detail Develop characterisation by drawing on their reading Write with appropriate levels formality to fit with audience and purpose Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks <ul style="list-style-type: none"> Introduction –should include action / description - character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question . <p>Non -Fiction</p> <p>Introduce:</p> <ul style="list-style-type: none"> Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint 	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Use embedded clauses Write sentences with subordinate clause at the beginning and end Use defining and non-defining relative clauses: <ul style="list-style-type: none"> Defining: provide essential information, no commas needed Non-defining: provide additional information, needs commas Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: <ul style="list-style-type: none"> Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i> Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>) Secure use of a range of sentence structures 	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Indicate degrees of possibility using modal verbs e.g. <i>could, should, would, may, might, will</i> Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely, possibly, certainly</i> Relative pronouns e.g. <i>who, which, where, when, that, whose</i> Use a thesaurus effectively Begin to experiment with using passive voice 	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Rhetorical question Dashes for after thoughts Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity Comma to separate main and subordinate clause Commas to mark non-defining relative clauses Use semi-colons to separate main clauses 	<p>Consolidate:</p> <p>Punctuation:</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark • 'Speech marks' Direct speech • Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash <ul style="list-style-type: none"> Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative <ul style="list-style-type: none"> Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – 'as' / 'like' Synonyms <p>Introduce:</p> <ul style="list-style-type: none"> Relative clause/ pronoun Modal verb Parenthesis Bracket - dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question 	<p>Consolidate Year 4 expectations.</p> <p>Refer to Y5 HVA Spelling Bank:</p> <ul style="list-style-type: none"> Spell some words with silent letters spell words ending in cious or tious Spell words ending in tial or cial Spell words with the sound spelled after ce (e.g. receive, ceiling) Convert nouns or adjectives into verbs using suffixes e.g. <i>ise, ify, ate</i> Use and spell verb prefixes, <i>dis-, de-, mis-, over-, re-</i> Use a dictionary to check spelling and meaning Consistently apply Y5 spelling expectations across their writing 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose whether or not to join specific letters. Choose the writing implement best suited to the task. Use legible, joined writing consistently <p>Editing</p> <ul style="list-style-type: none"> Evaluate writing through discussion and make improvements through revising grammar and vocabulary in relation to Y5 expectations Proof-read and edit writing Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear Consistently use editing and revising strategies to improve the quality and accuracy of their writing

<ul style="list-style-type: none"> • Summary clear at the end to appeal directly to the reader • Manipulate formality in different types of writing 	<ul style="list-style-type: none"> • Begin to manipulate clauses for effect 					
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Range & Context

Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction type	Poetry types	Poetry Spine
Varjak Paw Wolf Brother Street Child Farther Midnight Fox The Wolves of Willougby Chase The River	Rags to riches tale:		Recount	<ul style="list-style-type: none"> • Haiku • Renga • Senryu 	Lost Magic The Magic Box Juggling with Gerbils The Works 4
	Warning tale:		Report		
	Conquering the monster tale:		Instruction		
	Finding tale		Persuasion		
	Journey tale		Explanation		
	Losing tale		Discussion (oral and written)		

Key Knowledge, Vocabulary and Skills – Writers: Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation <p>Non-fiction:</p> <ul style="list-style-type: none"> Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text Manipulate and control the use of narrative language features e.g. power of 3, repetition, time and pace, passive voice, dialect Manipulate and control the use of non-fiction language features e.g. technical vocab, rhetorical questions, passive voice Manipulate and control the use of organisational features Use a range of devices to build cohesion within and between paragraphs e.g. repetition, adverbials, ellipsis, referencing, noun/pronoun chains Distinguish between the language of speech and writing 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. <i>Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</i> Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i> . Use formal and informal question tags e.g. <i>You don't want the forests to die, do you?</i> Use dialogue to convey character and advance the action Use a range of simple, complex and compound sentences, moving the position of the subordinate clause 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little Use passive voice to create empathy or suspense Use passive voice to create formal tone Use a range of figurative language – similes, metaphors, personification, allusion, idioms Correct use of dictionary and thesaurus Manipulate the language and grammar taught within a range of independent writing, drawing on their own reading Consistently use vocab from across the curriculum in their writing 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus recover</i>) Use colons to mark independent clauses Use full range of punctuation taught at KS2 appropriately Use punctuation to avoid ambiguity or enhance meaning e.g. defining and non-defining relative clauses clearly marked, punctuation for emphasis and effect 	<p>Consolidate:</p> <ul style="list-style-type: none"> punctuation letter/ Word sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase 	<p>Consolidate KS2 expectations.</p> <p>Refer to Y6 HVA Spelling Bank:</p> <ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Spell most words from Y5/6 list accurately and apply these in writing Apply Y6 spelling expectations across writing 	<ul style="list-style-type: none"> Use legible and joined writing consistently when writing at speed <p>Editing</p> <ul style="list-style-type: none"> Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 expectations Proof-read and edit writing Consistently use editing and revising strategies to improve the quality and accuracy of their writing

<p>and choose the appropriate register</p> <ul style="list-style-type: none"> Demonstrate an assured and conscious levels of control over formality 						
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Range & Context

Reading Spine	Fiction text & story types (Talk4Writing)	Non-Fiction text	Non-Fiction type	Poetry types	Poetry Spine
Fireweed River boy The Hobbit The Arrival Skellig Clockwork Holes Where the Poppies Now Grow The Man who walked between the towers	Rags to riches tale:		Recount	Ottava Rima Irregular Ode Limericks	Ted Hughes: Collected Poems for Children Carol Ann Duffy: New and Collected Poems for Children Charles Causely: Collected Poems for Children The Works Key Stage 2
	A tale of fear:		Report		
	Conquering the monster tale:		Instruction		
	Finding tale		Persuasion		
	Journey tale		Explanation		
	Losing tale		Discussion (oral and written)		