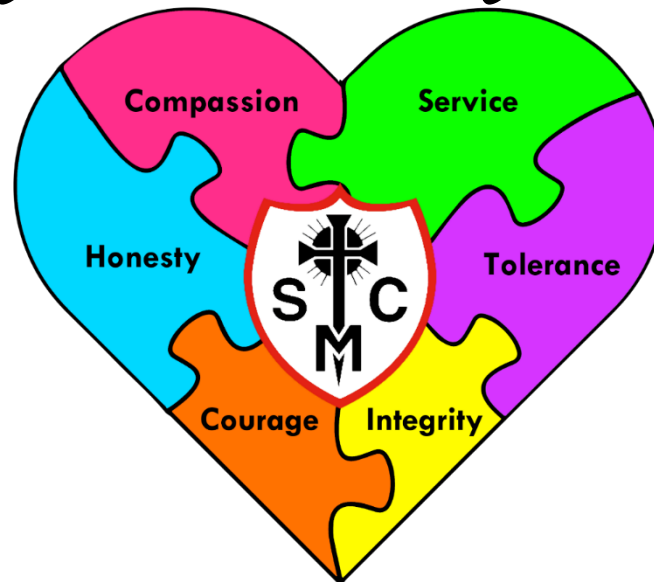


English Intent – Ready, Steady, Write



“Love one another as I have Loved you,”

John 13:34



End of Year Expectations: English: Early Years Foundation Stage

	Communication and Language		Literacy		
	Listening, Attention and Understanding	Speaking	Comprehension	Word Reading	Writing
End of FS2 (ELG)	✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read it and during whole class discussion and small group interactions ✓ Make comments about what they have heard and ask questions to clarify their understanding ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	✓ Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ 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.	✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✓ Anticipate – where appropriate – key events in stories. ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	✓ Say a sound for each letter in the alphabet and at least 10 digraphs. ✓ Reads words consistent with their phonic knowledge by sound-blending. ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	✓ Write recognisable letters, most of which are correctly formed. ✓ Spell words by identifying sounds in them and representing sounds with a letter or letters. ✓ Write simple phrases and sentences that can be read by others.

Advent			
Text	The Something	Star in a Jar	
Writing Outcome	Narrative: A Friendship & Animal Theme	Narrative: A Star Theme	Information: Poster to find a lost star
Writing Purpose	To tell and write sentences around the theme	To tell and write sentences around the theme	To inform (and describe)
Grammar: Word	✓ Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. ✓ Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.		
	Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	
Grammar: Sentence	Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	
Grammar: Text	Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	
Grammar: Punctuation	Focus on: •Letter formation •Separation of words with spaces	Build on previous units and focus on: •Letter formation •Separation of words with spaces •Personal pronoun – I, he	
Terminology for Pupils	letter, capital letter, word, sentence, full stop, question mark		

Reception				
Lent				
Text	Little Red		The Extraordinary Gardener	
Writing Outcome	Narrative: A Traditional Tale Theme	Instructions: How to trap an animal	Narrative: A Plant Growing Theme	Information: How to grow a garden plant/vegetable
Writing Purpose	To tell and write sentences around the theme	To instruct	To tell and write sentences around the theme	To instruct
Grammar: Word	✓ Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. ✓ Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.			
	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are		Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	
Grammar: Sentence	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check		Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences •Joining words using and, joining words and clauses using connectives (e.g. but, because, and) •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	
Grammar: Text	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.		Build on previous units & focus on: •Learn new vocabulary from texts •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then •Sequence sentences to form short narratives.	
Grammar: Punctuation	Build on previous units and focus on: •Letter formation •Separation of words and spaces •Capital letters •Personal pronoun – I, she, he •Full stops		Build on previous units and focus on: •Letter formation •Separation of words with spaces •Capital letters •Personal pronoun – I, he •Full stops •Capital letters for names	
Terminology for Pupils	letter, capital letter, word, sentence, full stop, question mark			

Reception				
Pentecost				
Text	The Storm Whale		How to Hide a Lion	Ruby's Worry
Writing Outcome	Narrative: A Seaside Theme	Instructions: Sea creature poems	To inform: Instruction Sentences	Narrative: A Worry Story
Writing Purpose	To tell and write sentences around the theme	To describe	To write instructions	To retell the worry story and write sentences
Grammar: Word	✓ Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. ✓ Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.			
	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words: was, my, her, you, they, all	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words: is, I, the, to, no, go, so, she, he, we, me, be	
Grammar: Sentence	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences •Joining words using and, joining words and clauses using connectives (e.g. but, because, and) •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: • Orally rehearse sentences and Word Count the number of words spoken prior to writing. • Connect one idea or action using a range of connectives • Re-read what they have written to check for meaning • Focus on a simple sentence – Subject, verb, object. e.g.: Put him on the bed. • Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) • Joining words and clauses using 'and' • Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: • Orally rehearse sentences and Word Count the number of words spoken prior to writing. • Connect one idea or action using a range of connectives • Re-read what they have written to check for meaning • Focus on a simple sentence – Subject, verb object. e.g.: She can see a sad mess. Write: •Combining words to make labels, captions, lists, phrases and short sentences •Joining words using and, joining words and clauses using connectives (e.g. but, because, and) •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	
Grammar: Text	Build on previous units & focus on: •Learn new vocabulary from texts •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems •Recognise four parts of a simple narrative - opening, build up, problem and ending	Build on previous units & focus on: •Learn new vocabulary from texts •Listen to and talk about stories to build familiarity and understanding •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Recognise four parts of a simple narrative – opening, build up, problem and ending.	

	• Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night • Sequence sentences to form short narratives.		• Retell the story -some as exact repetition and some in own words including: Once upon a time, Suddenly, So, Then, One day. • Sequence sentences to form short narratives
Grammar: Punctuation	Build on previous units and focus on: • Letter formation • Separation of words with spaces • Capital letters • Personal pronoun – I, he, she • Full stops • Capital letters for names	Build on previous units & focus on: • Letter formation • Separation of words with spaces • Capital letters • Personal pronoun – I, She, He • Full Stops • Capital Letters for names	Build on previous units & focus on: • Letter formation • Separation of words with spaces • Capital letters • Personal pronoun – I, She, He • Full Stops
Terminology for Pupils	letter, capital letter, word, sentence, full stop, question mark		

End of Year Expectations: English: Key Stage 1					
	Communication and Language		Literacy		
	Listening, Attention and Understanding	Speaking	Comprehension	Word Reading	Writing
End of FS2 (ELG)	✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read it and during whole class discussion and small group interactions ✓ Make comments about what they have heard and ask questions to clarify their understanding ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	✓ Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ✓ 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 if past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✓ Anticipate – where appropriate – key events in stories. ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	✓ Say a sound for each letter in the alphabet and at least 10 digraphs. ✓ Reads words consistent with their phonic knowledge by sound-blending. ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	✓ Write recognisable letters, most of which are correctly formed. ✓ Spell words by identifying sounds in them and representing sounds with a letter or letters. ✓ Write simple phrases and sentences that can be read by others.

Year 1				
Advent				
Text	Old Bear		Rapunzel	
Writing Outcome	Narrative: Finding Narrative	Recount: Messages	Narrative: A Traditional Tale	Instructions: How to catch a witch

Writing Purpose	To retell a story	To inform and explain events that have happened	To narrate	To instruct
Grammar: Word	Build on previous year and focus on: •Regular plural noun suffix -s or -es		Build on previous units & focus on: •Reinforce plural noun suffix -s/-es •Adding the suffix -er to verbs	
Grammar: Sentence	Build on previous year and focus on: •Combining words to make sentences joining words and clauses using 'and'		Build on previous units and focus on: •Combining words to make sentences joining words and clauses using 'and'	
Grammar: Text	Build on previous year and focus on: •Sequencing sentences to form short narratives		Build on previous units and focus on: •Sequencing sentences to form short narratives	
Grammar: Punctuation	Build on previous year and focus on: •Separation of words with spaces •Capital letters •Full Stops		Build on previous year and focus on: •Separation of words with spaces •Capital letters •Full Stops	
Terminology for Pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation			

Year 1				
Lent				
Text	Hermelin		Where the Wild Things Are	
Writing Outcome	Narrative: A Detective Story	Recount: Letters	Narrative: A Portal Story	Information: Wild Things
Writing Purpose	To narrate	To recount	To narrate	To inform
Grammar: Word	Build on previous units & focus on: •Reinforce plural noun suffix -s/-es •How the prefix un- changes the meaning of verbs and adjectives •Adding the suffixes -er and -est to adjectives		Build on previous units & focus on: •Adding the suffixes -ing,-ed and -er to verbs •How the prefix un- changes the meaning of verbs and adjectives •Adding the suffixes -er and -est to adjectives	
Grammar: Sentence	Build on previous units and focus on: •Combining words to make sentences joining words and clauses using 'and'		Build on previous units and focus on: •Combining words to make sentences joining words and clauses using 'and'	
Grammar: Text	Build on previous units and focus on: •Sequencing sentences to form short narratives		Build on previous units and focus on: •Sequencing sentences to form short narratives	
Grammar: Punctuation	Build on previous year and focus on: •Separation of words with spaces •Capital letters •Full Stops •Question mark •Exclamation mark		Build on previous year and focus on: •Separation of words with spaces •Capital letters •Full Stops •Question mark •Exclamation mark •Capital Letters for names and personal pronoun - I	

Terminology for Pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation
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Year 1				
Pentecost				
Text	The Secret of Black Rock		The Last Wolf	
Writing Outcome	Narrative: A Return	Recount: Postcards	Narrative: A Hunting Story	Instructions: Recipes
Writing Purpose	To narrate	To recount	To narrate	To instruct
Grammar: Word	Build on previous units & focus on: • Reinforce plural noun suffixe -s/-es • Reinforce how the prefix un- changes the meaning of verbs and adjectives • Adding the suffixes -er and -est to adjectives • Adding the suffixes -ing,-ed and -er to verbs		Build on previous units & focus on: • Reinforce plural noun suffixe -s/-es • Adding the suffixes -er and -est to adjectives • Adding the suffixes -ing,-ed and -er to verbs	
Grammar: Sentence	Build on previous units and focus on: • Combining words to make sentences joining words and clauses using 'and'		Build on previous year and focus on: • Combining words to make sentences joining words and clauses using 'and'	
Grammar: Text	Build on previous units and focus on: • Sequencing sentences to form short narratives		Build on previous units and focus on: • Sequencing sentences to form short narratives	
Grammar: Punctuation	Build on previous units and focus on: • Separation of words with spaces • Capital letters • Full Stops • Question mark • Exclamation mark • Capital Letters for names and personal pronoun - I		Build on previous year and focus on: • Separation of words with spaces • Capital letters • Full Stops • Question mark • Exclamation mark	
Terminology for Pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation			

Year 2		
Advent		
Text	A River	The Night Gardener

Writing Outcome	Narrative: Circular Narrative	Recount: Letter	Narrative: Setting Narrative	Recount: Diary
Writing Purpose	To narrate	To inform	To narrate	To recount
Grammar: Word	Build on previous years & focus on: •Use of the suffixes -er and -est to adjectives •Learn how to use -ly in Standard English to turn adjectives into adverbs •Develop understanding of regular plural noun suffix -s or -es		Build on previous units & focus on: •Use of the suffix -ly to turn adjectives into adverbs •Form adjectives using suffixes -ful and -less	
Grammar: Sentence	Build on previous years and focus on: •Subordination (using when, if, that, because) •Coordination (or, and, but) •Expanded Noun Phrases for description and specification •Learn that the grammatical patterns in a sentence indicate its function as a question or command		Build on previous units and focus on: •Coordination (or, and, but, so) •Sentence indicates its function as an exclamation or a question •Expanded Noun Phrases for description and specification	
Grammar: Text	Build on previous years and focus on: •Correct choice and consistent use of past and present tense throughout writing		Build on previous units and focus on: •Correct choice and consistent use of past and present tense throughout writing	
Grammar: Punctuation	Build on previous years and focus on: •Use of capital letters, full stops and question marks to demarcate sentences •Use apostrophes to mark singular possession in nouns		Build on previous units and focus on: •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Apostrophes to mark where letters are missing in spelling (contraction) •Use apostrophes to mark singular possession in nouns •Commas to separate items in a list	
Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present), apostrophe, comma			

Year 2				
Lent				
Text	The Bog Baby		Grandad's Island	
Writing Outcome	Narrative: Finding Narrative	Instructions: How to build a habitat	Narrative: Return Narrative	Information: Jungle Animals
Writing Purpose	To narrate	To instruct	To narrate	To inform
Grammar: Word	Build on previous units & focus on: • Formation of adjectives using suffixes e.g. -ful, -less • Use of the suffix -ly to turn adjectives into adverbs		Build on previous units & focus on: • Use of the suffixes -er and -est in adjectives • Use of the suffix -ly to turn adjectives into adverbs	
Grammar: Sentence	Build on previous units and focus on: • Subordination (using when, if, that, because) • Coordination (or, and, but) • Expanded Noun Phrases for description and specification • How the grammatical patterns in a sentence indicates function as a question and command		Build on previous units and focus on: • Learn that the grammatical patterns in a sentence indicates its function as a question and an exclamation • Expanded Noun Phrases for description and specification	

Grammar: Text	Build on previous units and focus on: •Correct choice and consistent use of past and present tense throughout writing	Build on previous units and focus on: •Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar: Punctuation	Build on previous units and focus on: •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Commas to separate items in a list •Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units and focus on: •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Apostrophes to mark singular possession in nouns
Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present), apostrophe, comma	

Year 2				
Pentecost				
Text	The King Who Banned the Dark		Rosie Revere	
Writing Outcome	Non-Fiction: Persuasive Letter	Narrative: Banning Narrative	Narrative: Invention Narrative	Explanation: How a machine works
Writing Purpose	To persuade	To narrate	To narrate	To explain
Grammar: Word	Build on previous units & focus on: •Formation of nouns using suffixes e.g. -ness, -er •Formation of adjectives using suffixes e.g.-ful, -less •Use of the suffix -ly to turn adjectives into adverbs		Build on previous units & focus on: •Formation of nouns by compounding •Use of the Suffixes -er and -est in adjectives •Use of the suffix -ly to turn adjectives into adverbs	
Grammar: Sentence	Build on previous units and focus on: •Subordination (using when, if, that, because) •Coordination (or, and, but) •Expanded Noun Phrases for description and specification •How the grammatical patterns in a sentence indicates its function as a question and a statement		Build on previous units and focus on: •Subordination (using when, if, that, because) •Coordination (or, and, but) •Sentence indicates its function as an exclamation •Expanded Noun Phrases for description and specification	
Grammar: Text	Build on previous units and focus on: •Correct choice and consistent use of past and present tense throughout writing		Build on previous units and focus on: •Correct choice and consistent use of past and present tense throughout writing	
Grammar: Punctuation	Build on previous units and focus on: •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Apostrophes to mark where letters are missing in spelling (contraction) •Commas to separate items in a list		Build on previous units and focus on: •Use of capital letters, full stops and question marks to demarcate sentences •Apostrophes to mark singular possession in nouns •Commas to separate items in a list	
Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present), apostrophe, comma			

Year 3				
Advent				
Text	The Iron Man		Fox	
Writing Outcome	Narrative: Approach Threat Narrative	Explanation: Trap Explanation	Narrative: Fable Narrative	Information: Foxes Information Report
Writing Purpose	To narrate	To explain	To narrate	To inform
Grammar: Word	Build on previous years & focus on: •Formation of nouns using a range of prefixes e.g. auto- super- anti- •Use of the forms 'a' or 'an'		Build on previous units & focus on: •Formation of nouns using a range of prefixes e.g. auto- super- anti- un- dis- mis- im- in- •Use of the forms 'a' or 'an' when next words starts with a consonant or a vowel •Adverbs ending -ly	
Grammar: Sentence	Build on previous years and focus on: •Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because, if, although) •Learn how to use subordination (reinforce from Y2) • Expressing time, place and cause using adverbs e.g. then, there, soon, after • Expressing time, place and cause using prepositions e.g. before, during, after, in •Using expanded noun phrases for description and specification		Build on previous units and focus on: • Expressing time, place and cause using prepositions e.g. before, during, after, in •Use a wider range of conjunctions, e.g. when, if, because, although	
Grammar: Text	Build on previous years and focus on: •		Build on previous units and focus on: •Present perfect form of verbs in contrast to the simple past	
Grammar: Punctuation	Build on previous years and focus on: •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns •Use commas to separate items in a list		Build on previous units and focus on: •Use of capital letters, full stops and question marks to demarcate sentences •Apostrophes to mark singular possession in nouns •Commas to separate items in a list	
Terminology for Pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas			

Year 3				
Lent				
Text	Rhythm of the Rain		Jemmy Button	
Writing Outcome	Narrative: Setting Narrative	Recount: River Information Leaflet	Narrative: Return Narrative	Information: Letters
Writing Purpose	To narrate	To inform	To narrate	To recount

Grammar: Word	Build on previous units & focus on: • Use of the forms a or an when the next word starts with a consonant or a vowel	Build on previous units & focus on: • Use of the forms a or an when the next word starts with a consonant or a vowel • Word families based on common words showing how words are related in form and meaning
Grammar: Sentence	Build on previous units and focus on: • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials • Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units and focus on: • Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of • Expressing time, place and cause using adverbs e.g. then, next, soon, therefore • Use a wider range of conjunctions, e.g. when, if, because, although
Grammar: Text	Build on previous units and focus on: • Introduction to paragraphs as a way to group related material • Present perfect form of verbs in contrast to the simple past	Build on previous units and focus on: • Present perfect form of verbs in contrast to the simple past
Grammar: Punctuation	Build on previous units and focus on: • Apostrophes to mark singular possession in nouns • Learn how to use commas to separate items in a list	Build on previous units and focus on: • Inverted commas to punctuate direct speech
Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present), apostrophe, comma	

Year 3				
Pentecost				
Text	Egyptology		Into the Forest	
Writing Outcome	Narrative: Egyptian Mystery Narrative	Information: Secret Diary	Narrative: Lost Narrative	Recount: Newspaper Report
Writing Purpose	To narrate	To recount	To narrate	To recount
Grammar: Word	Build on previous units & focus on: •Use of the forms ‘a’ or ‘an’ when next words starts with a consonant or a vowel •Word families based on common words showing how words are related in form and meaning		Build on previous units & focus on: •Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) •Use of the forms ‘a’ or ‘an’ when next words starts with a consonant or a vowel •Word families based on common words showing how words are related in form and meaning	
Grammar: Sentence	Build on previous units and focus on: • Expressing time, place and cause using adverbs (e.g. then, therefore, soon, next) • Expressing time, place and cause using prepositions (e.g. before, during, after, in, because of)		Build on previous units and focus on: • Expressing time, place and cause using adverbs (e.g. then, therefore, soon, next) • Expressing time, place and cause using prepositions (e.g. before, during, after, in, because of)	
Grammar: Text	Build on previous units and focus on: •Headings and sub-headings to aid presentation		Build on previous units and focus on: •Present perfect form of verbs •Introduction to paragraphs as a way to group related material •Headings and sub-headings to aid presentation	
Grammar: Punctuation	Build on previous units and focus on: •Inverted commas to punctuate direct speech		Build on previous units and focus on: •Inverted commas to punctuate direct speech	
Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present), apostrophe, comma			

Year 4				
Advent				
Text	The Whale		Leaf	
Writing Outcome	Narrative: Setting Narrative	Recount: Newspaper Report	Narrative: Outsider Narrative	Information: Information Report
Writing Purpose	To narrate	To recount	To narrate	To inform
Grammar: Word	Build on previous years & focus on: •Develop understanding of Standard English forms for verb inflections (we were instead of we was)		Build on previous units & focus on: •Grammatical difference between plural and possessive -s • Develop understanding of Standard English forms for verb inflections (we were instead of we was)	
Grammar: Sentence	Build on previous years and focus on: •Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials		Build on previous units and focus on: •Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials • Expressing time, place and cause using prepositions e.g. before, during, after, in, because of	
Grammar: Text	Build on previous years and focus on: •Nouns or pronouns to aid cohesion and avoid repetition •Develop understanding using the present perfect forms of verbs (reinforcement from Year 3)		Build on previous units and focus on: •Present perfect form of verbs in contrast to the simple past	
Grammar: Punctuation	Build on previous years and focus on: •Inverted commas and other punctuation to indicate direct speech •Use commas after fronted adverbials		Build on previous units and focus on: •Apostrophes for possession (plural nouns) •Use commas after fronted adverbials	
Terminology for Pupils	determiner, pronoun, possessive pronoun, adverbial			

Year 4				
Lent				
Text	Arthur and the Golden Rope		The Lost Happy Endings	
Writing Outcome	Narrative: Myth Narrative	Information: Defeating a Viking monster	Narrative: Twisted Narrative	Persuasion: Letter
Writing Purpose	To narrate	To inform	To narrate	To persuade
Grammar: Word	Build on previous units & focus on: • Grammatical difference between plural and possessive -s		Build on previous units & focus on: • Grammatical difference between plural and possessive -s • Develop understanding of Standard English forms for verb inflections (we were instead of we was)	

Grammar: Sentence	Build on previous units and focus on: • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials	Build on previous units and focus on: • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials
Grammar: Text	Build on previous units and focus on: • Nouns or pronouns to aid cohesion and avoid repetition • Develop understanding using the present perfect forms of verbs (reinforcement from Year 3)	Build on previous units and focus on: • Use adverbials and conjunctions for cohesion
Grammar: Punctuation	Build on previous units and focus on: • Apostrophes for possession (plural nouns) • Use commas after fronted adverbials	Build on previous units and focus on: • Inverted commas and other punctuation to indicate direct speech • Apostrophes for possession (plural nouns) • Use commas after fronted adverbials
Terminology for Pupils	determiner, pronoun, possessive pronoun, adverbial	

Year 4				
Pentecost				
Text	The Journey		Manfish	
Writing Outcome	Narrative: Refugee Narrative	Diary	Narrative: Invention Narrative	Recount: Jacques Cousteau Biography
Writing Purpose	To narrate	To recount	To narrate	To recount
Grammar: Word	Build on previous units & focus on: • Develop understanding of Standard English forms for verb inflections (we were instead of we was) • Grammatical difference between plural and possessive -s		Build on previous units & focus on: • Verb inflections (we were instead of we was)	
Grammar: Sentence	Build on previous units and focus on: • Fronted adverbials		Build on previous units and focus on: • Fronted adverbials	
Grammar: Text	Build on previous units and focus on: • Nouns or pronouns to aid cohesion and avoid repetition		Build on previous units and focus on: • Nouns or pronouns to aid cohesion and avoid repetition • Paragraphs to organise ideas around a theme	
Grammar: Punctuation	Build on previous units and focus on: • Inverted commas and other punctuation to indicate direct speech • Apostrophes for possession (plural nouns) • Use commas after fronted adverbials		Build on previous units and focus on: • Inverted commas and other punctuation to indicate direct speech • Use commas after fronted adverbials	
Terminology for Pupils	determiner, pronoun, possessive pronoun, adverbial			

Year 5	
Advent	

Text	When we Walked on the Moon	Henry's Freedom Box	FArTHER	
Writing Outcome	Narrative: Exploration Narrative	Recount: Diary Entry	Narrative: Setting Narrative	Letter
Writing Purpose	To narrate	To recount and express feelings on an event	To narrate	To recount
Grammar: Word	Build on previous years & focus on: • Develop understanding of the use of verb prefixes	Build on previous years & focus on: • Develop understanding of the use of verb prefixes (un-, de-, re-, over-, dis- and mis-)	Build on previous units & focus on: •The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone • Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	
Grammar: Sentence	Build on previous years and focus on: •Indicate	Build on previous years and focus on: •Indicate degrees of possibility using modal verbs •Expanded noun phrases to convey complicated information concisely •Develop understanding of relative clauses	Build on previous units and focus on: •Indicate degrees of possibility using modal verbs •Expanded noun phrases to convey complicated information concisely •Use fronted adverbials	
Grammar: Text	Build on previous years and focus on: •Use of a range of sentence types for impact and cohesion	Build on previous years and focus on: •Develop understanding in using devices to build cohesion within a paragraph	Build on previous units and focus on: •Develop understanding in using devices to build cohesion within a paragraph	
Grammar: Punctuation	Build on previous years and focus on: •Indicate parenthesis using dashes and brackets •Inverted commas to indicate direct speech (reinforce from Y4) •Commas after fronted adverbials (reinforce from Y4)	Build on previous years and focus on: •Indicate parenthesis using dashes •Commas for parenthesis •Use commas to clarify meaning and avoid ambiguity	Build on previous units and focus on: •Commas, brackets and dashes for parenthesis •Use commas after fronted adverbials	
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			

Year 5				
Lent				
Text	The Hound of the Baskervilles		The Promise	
Writing Outcome	Narrative: Cliff hanger Narrative	Recount: Formal Report	Narrative: Character Narrative	Bargain Letter
Writing Purpose	To narrate	To recount	To narrate	To persuade
Grammar: Word	Build on previous units & focus on: • The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone • Develop understanding and use of verb prefixes • Converting nouns or adjectives into verbs using suffixes		Build on previous units & focus on: • Develop understanding and use of verb prefixes	

Grammar: Sentence	Build on previous units and focus on: •Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units and focus on: •Indicate degrees of possibility using modal verbs and adverbs
Grammar: Text	Build on previous units and focus on: •Develop understanding in using devices to build cohesion within a paragraph	Build on previous units and focus on: •Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation	Build on previous units and focus on: •Use commas for parenthesis •Use commas to clarify meaning and avoid ambiguity	Build on previous units and focus on: •Commas for parenthesis
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Year 5				
Pentecost				
Text	The Lost Book of Adventure		King Kong	
Writing Outcome	Narrative: Survival Narrative	Explanation: Survival Guide	Narrative: Dilemma Narrative	Balanced Argument
Writing Purpose	To narrate	To explain	To narrate	To discuss
Grammar: Word	Build on previous units & focus on: •Verb prefixes mis, over and de •Converting nouns or adjectives into verbs using suffixes		Build on previous units & focus on: •Indicate degrees of possibility using modal verbs •Develop understanding of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun •Develop understanding of expanded noun phrases to convey complicated information concisely	
Grammar: Sentence	Build on previous units and focus on: •Indicate degrees of possibility using modal verbs and adverbs •Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Build on previous units and focus on: •Indicate degrees of possibility using modal verbs and adverbs	
Grammar: Text	Build on previous units and focus on: •Develop understanding in using devices to build cohesion within a paragraph		Build on previous units and focus on: •Develop understanding in using devices to build cohesion within a paragraph	
Grammar: Punctuation	Build on previous units and focus on: •Indicate parenthesis using brackets •Commas for clarity		Build on previous units and focus on: •Use commas for clarity and to avoid ambiguity •Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) •Indicate parenthesis using brackets	
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			

Year 6	
Advent	

Text	Varmints	Rose Blanche	
Writing Outcome	Sentence Accuracy Consolidation Narrative: Environmental Change Narrative	Recount: Diary	Recount: Bravery Speech Award
Writing Purpose	To narrate	To recount	To recount and inform (hybrid)
Grammar: Word	Build on previous years & focus on: •Understand how words are related by meaning as synonyms and antonyms	Build on previous years & focus on: •Understand how words are related by meaning as synonyms and antonyms •The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	
Grammar: Sentence	Build on previous years & focus on: •Using expanded noun phrases to convey complicated information concisely •Use the subjunctive •Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous years and focus on: •The difference between structures typical of informal speech and structures appropriate to formal – use of question tags in informal speech •Develop understanding of the passive to affect the presentation of information in a sentence	
Grammar: Text	Build on previous years & focus on: •Linking ideas across paragraphs using a wider range of cohesive devices	Build on previous years and focus on: •Using a wider range of cohesive devices - adverbials	
Grammar: Punctuation	Build on previous years & focus on: •Indicate grammatical features using the semi-colon to mark the boundary between independent clauses •Indicate grammatical features using colons and dashes to mark the boundary between independent clauses •Use colons to introduce a list	Build on previous years and focus on: •Semi-colons within detailed lists •Indicate grammatical features using the semi-colon to mark the boundary between independent clauses •Dashes and commas to indicate parenthesis	
Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		

Year 6				
Lent				
Text	The Origins of the Species		The Ways of the Wolf	
Writing Outcome	Narrative: Discovery	Explanation: Adaptation	Recount: Documentary Narrative Discussion: Balanced Argument	Narrative: Hunted Narrative
Writing Purpose	To narrate	To explain	To narrate To discuss	To narrate
Grammar: Word	Build on previous units & focus on: • Understand how words are related by meaning as synonyms and antonyms • The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing		Build on previous units & focus on: • Understand how words are related by meaning as synonyms and antonyms • The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	

Grammar: Sentence	Build on previous units and focus on: •The difference between structures typical of informal speech and structures appropriate to formal •Using expanded noun phrases to convey complicated information concisely •Use the subjunctive forms in some very formal writing and soeech	Build on previous units and focus on: •Using expanded noun phrases to convey complicated information concisely •To understand the difference between structures typical of informal speech and structures appropriate to formal •Develop understanding of the passive to affect the presentation of information in a sentence •Use the subjunctive forms in some very formal writing and speech
Grammar: Text	Build on previous units and focus on: •Use headings and sub-headings to structure information	Build on previous units and focus on: •Use cohesive devices, e.g. synonyms •Accurate tense choices throughout the writing
Grammar: Punctuation	Build on previous units and focus on: •Use dashes, colons and semi-colons to mark the boundary between independent clauses •Use colons to introduce a list	Build on previous units and focus on: •Use semi-colons, colons and dashes to mark the boundary between independent clauses •Use hyphens to avoid ambiguity •Use colons to introduce a list •Use semi-colons within lists
Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	

Year 6				
Pentecost				
Text	Shackleton's Journey		Hansel and Gretel	
Writing Outcome	Narrative: Endurance Narrative	Recount: Biography	Narrative: Dual Narrative	Persuasion: Letter
Writing Purpose	To narrate	To recount	To narrate	To persuade
Grammar: Word	Build on previous units & focus on: •Develop understanding of how words are related by meaning as synonyms and antonyms •The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing		Build on previous units & focus on: •Understand how words are related by meaning as synonyms and antonyms •The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	

Grammar: Sentence	Build on previous units and focus on: • Using expanded noun phrases to convey complicated information concisely • Understand the difference between structures typical of informal speech and structures appropriate to formal • Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units and focus on: • The difference between structures typical of informal speech and structures appropriate to formal speech in writing • Use the subjunctive forms in some very formal writing and speech
Grammar: Text	Build on previous units and focus on: • Use headings and sub-headings to organise information	Build on previous units and focus on: • Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation	Build on previous units and focus on: • Use semi-colons and dashes to mark the boundary between independent clauses • Use commas to clarify meaning and avoid ambiguity-	Build on previous units and focus on: • Use semi-colons, colons and dashes to mark the boundary between independent clauses • Use hyphens to avoid ambiguity
Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	