



Hayton C of E Primary School

Writing Curriculum Coverage

2024-25



Nursery

Grammar Coverage						
Autumn		Spring		Summer		
Grammar: Text						
	Enjoy listening to a short story. Use some vocabulary in relation to stories such as characters names. Children will point out objects/pictures in a story. CLL LA	Pay attention and choose books to look at independently. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will talk about a story shared in class. CLL L	Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will understand 'when' questions. CLL	Children will know the names of different parts of a book including the cover, title, author. Children will understand 'who' questions. CLL Children will know and use vocabulary linked to their theme. CLL Children will join in a conversation, taking turns to speak. CLL Retell a known story.	Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will retell a known story. Children will know and use vocabulary linked to their theme.	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children explain, describe and recount.
Grammar: Sentence						
	I can link words together in the start of a sentence e.g. more milk CLL-S	Children can use talk in their play to help organise e.g. "You sit there.... I will be the mummy" CLL S	Children will develop their sentences e.g. I have more milk	Children will express their opinion using short sentences Children will use some new vocabulary e.g. scientific and story vocabulary.	Children will join in a conversation, taking turns to speak.	Children will know how to read from left to right and top to bottom. I can use a sentence of 4-6 words e.g. Can I have more milk please? Children will use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice
Grammar: Word						
	Children will spot and suggest rhymes. Children will listen to different songs and rhymes and join in with some they know e.g. nursery rhymes CLL S	Children will clap syllables in a word.	Children will know familiar words with the same initial sound such as mum and milk Children will know the ELS pictures for s,a,t,p,l,n	Children will know the ELS pictures for s,a,t,p,l,n,m,d,g,o,c,k	Children will know the ELS pictures for e,u,r,h,b,f,l	Children will know the ELS pictures for j,v,w,x,y,z,qu

Punctuation

	Children will know how to draw horizontal lines.	Children will know how to draw vertical lines.	Children will know how to draw circles	Children will know how to draw diagonal lines.	Children will write the initial sound in their name	Children will write their name. Children will write their name.
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Reception

Grammar Coverage						
	Autumn		Spring		Summer	
Grammar: Text						
	<p>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.</p>	<p>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.</p>	<p>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, and Suddenly. Sequence sentences to form short narratives.</p>	<p>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.</p>	<p>Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. 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 written narratives.</p>	<p>Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. 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 written narratives.</p>
Grammar: Sentence						
	<p>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</p>	<p>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</p>	<p>Orally rehearse sentences and Word Count the number of words spoken prior to writing Orally connect one idea or action using a range of connectives Re-read what they have written to check for meaning 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</p>	<p>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</p>	<p>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</p>	<p>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</p>

Grammar: Word						
	<p>Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)</p> <p>Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling</p> <p>*Teach high frequency words: Harder to read</p> <p>Words: l, the, no, put, of, is, to, go, into, pull, as, his.</p> <p>Phase 2- S,a,t,p,,n,m,d,g,o,c ,k,ck,e,u,r,ss,h,b,ff,ll</p>	<p>Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Harder to read</p> <p>Words: he, she, buses, we, me, be, push, was, her, my, you</p> <p>Phase 3- J,v,w,x,y,z,qu,ch,sh ,th, ng, nk, ai, ee, igh, oa, -es</p>	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Harder to read</p> <p>Words: they, all, are, ball, tall, when, what.</p> <p>Phase 3- Oo, ar, ur, oo, or, ow, oi, ear, air, ure, ow</p>	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Harder to read</p> <p>Words: said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p> <p>Phase 3 -review</p>	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and Harder to read</p> <p>Words</p> <p>Phase 4- CVCC -ed /ed/ CCVC -ed /t/ CCVCC -ed /d/ CCCVC CCCVCC -er -est</p>	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Harder to read</p> <p>Words: their, oh, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very.</p> <p>Phase 5- Ai, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, l-e, o-e, u-e, c</p>
Punctuation						
	<p>Letter formation</p> <p>Separation of words and spaces</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Personal pronoun - I, he</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Capital letters</p> <p>Personal pronoun - I, she, he</p> <p>Full Stops</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Capital letters</p> <p>Personal pronoun - I, she, he</p> <p>Full Stops</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Capital letters</p> <p>Personal pronoun - I, he</p> <p>Full Stops</p> <p>Capital Letters for names</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Capital letters</p> <p>Personal pronoun - I, he</p> <p>Full Stops</p> <p>Capital Letters for names</p>

Year 1

Autumn		Spring		Summer	
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: Traditional Tale Purpose: To narrate	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Incidental writes: List poem Character description	Incidental writes: Noun/verb poem Character description	Incidental writes: Postcard Instructional Sentences	Incidental writes: Kenning poem 'Wild' sentences	Incidental writes: Setting poem Setting description	Incidental writes: Hunting poem Character description Recipe
Curriculum Topic Driver					
History: Living Memory and how am I making history?		Science – comparing animals		Science: making connections	

Writing Progression Year 1					
Autumn	Spring			Summer	
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
Grammar: Word					
Build on previous year & 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	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 Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & 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 & 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 & 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

Autumn		Spring		Summer	
Vehicle Texts					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Narrative: Finding Narrative Purpose: To narrate	Information: Jungle Animals Purpose: To inform	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Incidental writes: Alliteration poem Character description Setting description	Incidental writes: Reactions Setting description Recount	Incidental writes: Descriptive poem Setting description Contrasting characters description	Incidental writes: Research-informed sentences Information	Incidental writes: Informed sentences Persuasive paragraph	Incidental writes: Character description Invention description
Curriculum Topic Driver					
Science - Habitats		Geography – Why is our world wonderful?		History: How did we learn to fly (building on from Spring Term learning)	

Writing Progression Year 2					
Vehicle Texts					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative	Narrative: Setting Narrative	Narrative: Finding Narrative	Narrative: Return Narrative	Non-Fiction: Persuasive Letter	Narrative: Invention Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -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	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 & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	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 & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (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 & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation	Build on previous units & focus on: Use of capital letters, full stops and question marks to	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation	Build on previous units & focus on: Use of capital letters, full stops and question marks to

demarcate sentences Use apostrophes to mark singular possession in nouns	marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	marks to demarcate sentences Apostrophes to mark singular possession in nouns	marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	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 3/4

Autumn		Spring		Summer	
The Great Kapok Tree by Lynne Cherry	Jemmy Button by Alix Barzelay	A Midsummer Night's Dream by William Shakespeare	The Secret Sky Garden by Linda Sarah	Rhythm of the Rain by Graham Baker-Smith	Manfish by Jennifer Berne
Outcome: Persuasive Letter	Outcome: Return Narrative	Outcome: Potion Recipe	Outcome: Transformation Narrative	Outcome: Information Leaflet	Outcome: Invention Narrative
Incidental Writes: Persuasive Rhetorical question Message writing Persuasive speech	Incidental Writes: Simile Poem Setting description Character description	Incidental Writes: Spell poem Ingredient description sentences	Incidental Writes: TBC	Incidental Writes: Kenning Poem Setting description Direct narration paragraph	Incidental Writes: Setting poem Childhood memory description Characterisation paragraph
Curriculum Topic Driver					
Geography- Why are rainforests important to us?		Science- Changing Habitats		Geography- Rivers	

Grammar Coverage						
Vehicle Texts	The Great Kapok Tree by Lynne Cherry	Jemmy Button by Alix Barzelay	A Midsummer Night's Dream by William Shakespeare	The Secret Sky Garden by Linda Sarah	Rhythm of the Rain by Graham Baker-Smith	Manfish by Jennifer Berne
Grammar: Text						
	Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Paragraphs to organise ideas around a theme	Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar: Sentence						
	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & 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	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	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	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	Fronted adverbials

Grammar: Word						
	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Grammatical difference between plural and possessive -s)	Use of the forms a or an when next word starts with a consonant or a vowel	Verb inflections (we were instead of we was)
Punctuation						
	Use commas after fronted adverbials Apostrophes for possession (plural nouns)	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on and reinforce previous units as well as plugging any gaps.	Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns)	Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Year 3				Terminology for Year 4		
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas				determiner, pronoun, possessive pronoun, adverbial		

Year 4/5

Autumn		Spring		Summer	
The Great Kapok Tree by Lynne Cherry Outcome: Persuasive Letter	Macbeth by William Shakespeare Outcome: Persuasive Letter	When We Walked on the Moon by David Long Outcome: Explanation Narrative	The Whale by Ethan & Vita Murrow Outcome: Setting Narrative	Egyptology by Dugald Steer Outcome: Secret Diary	Wild is the Wind by Graham Baker-Smith Outcome: Journey Narrative
Incidental Writes: Persuasive Rhetorical question Message writing Persuasive speech	Incidental Writes: Persuasive message to Macbeth Character monologue	Incidental Writes: Description poem Character reaction paragraph	Incidental Writes: Simile poem Setting description Tension in action paragraph	Incidental Writes: Setting description 'Show don't Tell' paragraph Dangerous threat description.	Incidental Writes: Simile setting poem Setting description Character description
Curriculum Topic Driver					
Geography- What was life like in the Alps? (How is it different to the Amazon?)		Science- Earth and Space		Geography- Would you like to live in the desert?	

Grammar Coverage						
Vehicle Texts	The Great Kapok Tree by Lynne Cherry	Macbeth by William Shakespeare	When We Walked on the Moon by David Long	The Whale by Ethan & Vita Murrow	Egyptology by Dugald Steer	Wild is the Wind by Graham Baker-Smith
Grammar: Text						
	Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Develop understanding in using devices to build cohesion within a paragraph	Use a range of sentence types for impact and cohesion	Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph
Grammar: Sentence						
	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely
Grammar: Word						
	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop an understanding of the use of verb prefixes	Develop understanding of standard English forms for verb inflections (we were instead of we was)	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-)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)

Punctuation						
	Use commas after fronted adverbials Apostrophes for possession (plural nouns)	Indicate parenthesis using commas	Indicate parenthesis using dashes and brackets Commas after fronted adverbials Inverted commas to indicate direct speech	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbial	Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using dashes Inverted commas to indicate direct speech
Terminology for Year 4				Terminology for Year 5		
determiner, pronoun, possessive pronoun, adverbial				modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		

Year 6

Autumn		Spring		Summer	
Wild is the Wind by Graham Baker-Smith	Who Let the Gods Out? By Maz Evans	Romeo and Juliet by William Shakespeare	Origin of Species by Sabina Radiva	Henry's Freedom Box by Ellen Levine	Rise up! By Amanda Li
Outcome: Journey Narrative	Outcome: Adventure Narrative and a Report.	Outcome: Diary	Outcome: Discovery Narrative	Outcome: Biography	Outcome: Newspaper Report
Incidental Writes: Simile poem Setting description Character description.	Incidental Writes: Setting description character description.	Incidental Writes: Contrast poem Character monologue.	Incidental Writes: Spine poem Setting description Characterisation through dialogue paragraph.	Incidental Writes: Information paragraph Wikipedia entry.	Incidental Writes: Character speech Interview transcript Direct and indirect quote paragraph.
Curriculum Topic Driver					
History- Ancient Greeks		Science- Evolution and Inheritance		Transition	

Grammar Coverage						
Vehicle Texts	Wild is the Wind by Graham Baker-Smith	Who Let the Gods Out? By Maz Evans	Romeo and Juliet by William Shakespeare	Origin of Species by Sabina Radiva	Henry's Freedom Box by Ellen Levine	Rise up! By Amanda Li
Grammar: Text						
	Develop understanding in using devices to build cohesion within a paragraph	Linking ideas across paragraphs using a wider range of cohesive devices	Linking ideas across paragraphs using a wider range of cohesive devices	Use headings and sub-headings to structure information	Develop understanding in using devices to build cohesion within a paragraph	Linking ideas across paragraphs using a wider range of cohesive devices Use headings, sub-headings, columns and captions to structure information
Grammar: Sentence						
	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely	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	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	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 speech	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely.	Develop understanding of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate to formal speech in writing

Grammar: Word						
	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	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	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	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices
Punctuation						
	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using dashes Inverted commas to indicate direct speech	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	Indicate grammatical features using the semicolon and dashes to mark the boundary between independent clauses	Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Indicate parenthesis using dashes Commas for parenthesis Use commas to clarify meaning and avoid ambiguity.	Indicate grammatical features using the semicolon and dashes to mark the boundary between independent clauses
Terminology for Year 6						
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points						