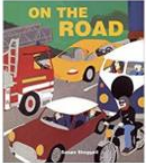
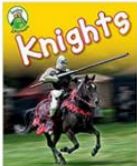


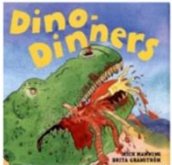



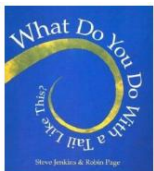


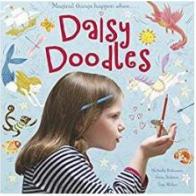
# Curriculum Map: Writing Objectives

Year 1

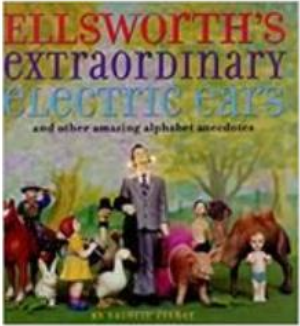
Term	Text	National Curriculum
A1	<p><b>On the Road by Susan Stegall: poetry</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Compose sentences orally before writing them.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
	<p><b>Knights by Annabelle Lynch: non-fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Sequence sentences.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop or question mark.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
A2	<p><b>Knock, Knock Open the Door by Michaela Morgan: fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Compose sentences orally before writing them.</li> <li>• Reread what they have written to check that it makes sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and joining clauses using <i>and</i>.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Combine words to form grammatically accurate sentences.</li> </ul>

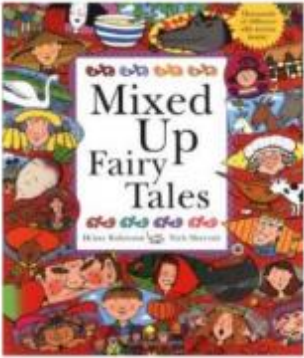
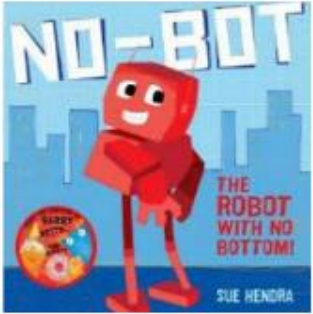
		<ul style="list-style-type: none"> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
SP1	<p><b>What I Like! Poems for the Very Young by Gervaise Phinn: poetry</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave space between words.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
	<p><b>Dino Dinners by Mick Manning and Brita Granström: non-fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Compose sentences orally before writing them.</li> <li>• Reread what they have written to check that it makes sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to punctuate sentences using a capital letter and a full stop.</li> <li>• Use a capital letter for the personal pronoun.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
	<p><b>Don't Spill the Milk by Stephen Davies and Christopher Corr: fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to punctuate simple sentences using a capital letter and a full stop and exclamation mark.</li> <li>• Combine words to form grammatically accurate sentences.</li> </ul>

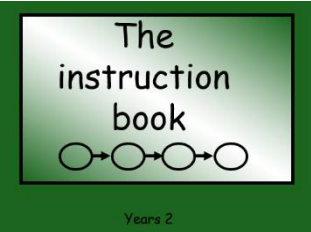

		<ul style="list-style-type: none"> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
SP2	<p><b>I Love Bugs by Emma Dodd: poetry</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• saying out loud what pupils are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what pupils have written to check that it makes sense</li> <li>• read aloud pupils' writing clearly enough to be heard by peers and the teacher (Y1)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• joining words and joining clauses using the word <i>and</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
	<p><b>Oi Frog by Kes Grey: fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• joining words and joining clauses using <i>and</i></li> <li>• understanding how words can combine to make sentences.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
S1	<p><b>What Do You Do with a Tail Like This? by Steve Jenkins and Robin Page: non-fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Reread what they have written to check that it makes sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to punctuate sentences using a capital letter, full stop and question mark.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>

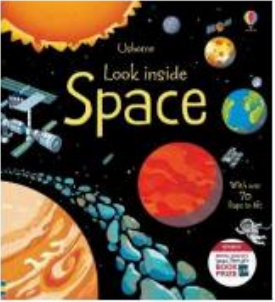
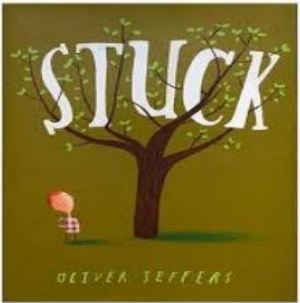
	<p><b>Daisy Doodles by Michelle Robinson and Irene Dickson: fiction</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about.</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• rereading what they have written to check that it makes sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>
S2		

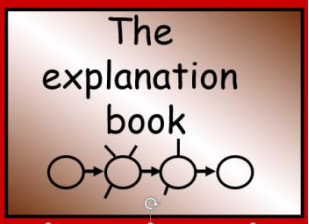
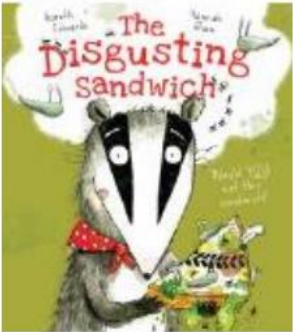
Year 2


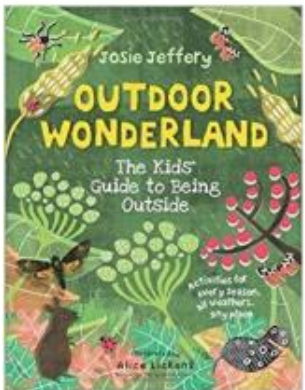
Term	Text	Grammar Year 1	Grammar Year 2
	<p><b>Ellsworth's Extraordinary Electric Ears by Valerie Fisher: poetry</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• use expanded noun phrases to describe and specify.</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• make the correct choice and consistent use of the present and past tense throughout writing.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	

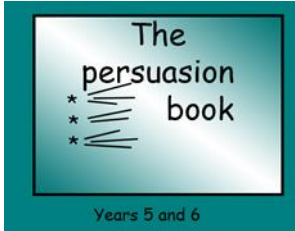
<p><b>A1</b></p>	<p><b>Mixed Up Fairy Tales:</b>  <b>Hilary Robinson illustrated</b>  <b>by Nick Sharratt: fiction</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present and past tenses correctly and consistently.</li> <li>• learn how to use both familiar and new punctuation correctly</li> <li>• Use noun phrases to describe and specify</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing narratives about others.</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>			
<p><b>A2</b></p>	<p><b>No-Bot, the Robot with no Bottom</b> by Sue Hendra: fiction</p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• learn how the grammatical patterns in a sentence indicate its function: sentences with different forms; statement, questions, exclamations</li> <li>• use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>)</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• make the correct choice and consistent use of the present and past tense throughout writing.</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• rereading writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>			

<p><b>Instructions: Non-Fiction</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>)</li> <li>• make the correct choice and consistent use of the present tense throughout writing</li> <li>• use the progressive form of verbs in the present to mark actions in progress (e.g. <i>she is drumming</i>)</li> <li>• learn how to use both familiar and new punctuation correctly.</li> </ul>
<p><b>Tell Me a Dragon by Jackie Morris: poetry</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly</li> <li>• Expand noun phrases for description</li> <li>• make the correct choice and consistent use of the present and past tense throughout writing.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>		


<p>SP1</p>	<p><b>Usborne: Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.: non-fiction: non-chronological</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• learn how to use: sentences with different forms: statement, question / some features of standard English.</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and or but</i>)</li> <li>• make the correct choice and consistent use of the present and past tense throughout writing.</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> </ul>	
	<p><b>Stuck by Oliver Jeffers: fiction</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination using <i>when</i> and <i>that</i></li> <li>• Use present and past tenses correctly and consistently, including the progressive form</li> <li>• Expand noun phrases to describe and specify</li> <li>• learn how to use both familiar and new punctuation correctly.</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> </ul>	

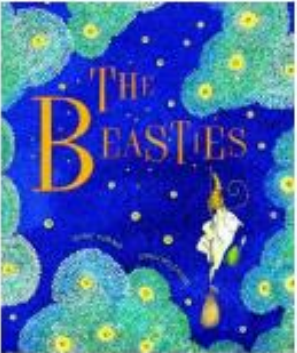
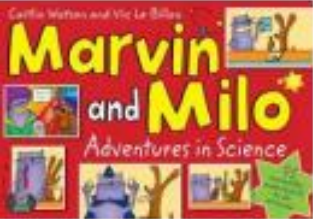
<p>SP2</p>		<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>				
	<p><b>Explanation: Non-fiction</b></p> 	<table border="1"> <tr> <td data-bbox="544 240 1328 592"> <ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul> </td> <td data-bbox="1328 240 2112 592"> <ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present tense correctly and consistently</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="544 592 2112 935"> <p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Reread to check their writing makes sense and that verbs to indicate time are used correctly and consistently writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present tense correctly and consistently</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Reread to check their writing makes sense and that verbs to indicate time are used correctly and consistently writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present tense correctly and consistently</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>					
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Reread to check their writing makes sense and that verbs to indicate time are used correctly and consistently writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>						
	<p><b>The Disgusting Sandwich by Gareth Edwards: fiction</b></p> 	<table border="1"> <tr> <td data-bbox="544 935 1328 1225"> <ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul> </td> <td data-bbox="1328 935 2112 1225"> <ul style="list-style-type: none"> <li>• Expand noun phrases to describe and specify.</li> <li>• Show correct choice and consistent use of tense throughout writing.</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="544 1225 2112 1476"> <p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Make simple revisions by rereading writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand noun phrases to describe and specify.</li> <li>• Show correct choice and consistent use of tense throughout writing.</li> <li>• learn how to use both familiar and new punctuation correctly.</li> <li>• Use subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and</i> or <i>but</i>).</li> </ul>	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Make simple revisions by rereading writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>	
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S1		<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	
	<p><b>Reports verbal: non-fiction</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using ‘and’.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun ‘I’.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination (using <i>when, if, that or because</i>)</li> <li>• Use the present and past tense correctly.</li> <li>• learn how to use both familiar and new punctuation correctly.</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	
	<p><b>Outdoor Wonderland by Jeffery and Lickens: non-fiction non-chronological</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using ‘and’.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun ‘I’.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination</li> <li>• Use the present and past tenses correctly</li> <li>• Learn how to use both familiar and new punctuation correctly</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• evaluating their writing with the teacher</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• reading aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Write about real events, recording these simply and clearly</li> </ul>	

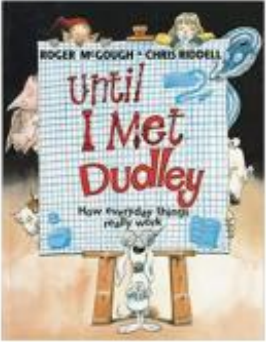
S2		<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>
	<p><b>Persuasion: Non-Fiction</b></p> 	<ul style="list-style-type: none"> <li>• Combine words to form grammatically accurate sentences.</li> <li>• Join words and clauses using 'and'.</li> <li>• Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</li> <li>• Use capital letters for names and the personal pronoun 'I'.</li> </ul> <p><b>Composition and effect</b></p>


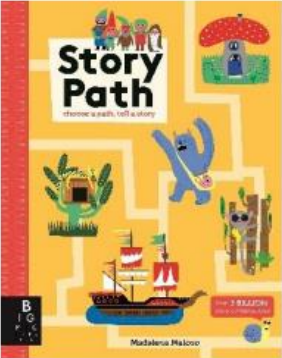
### Year 3

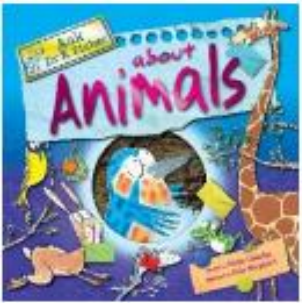

Term	Text	Grammar Year 2	Grammar Year 3
	<p><b>A River by Marc Martin: poetry</b></p> 	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> <li>• Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> </ul>

		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> </ul>
A1	<p><b>The Beasties by Jenny Nimmo: fiction</b></p> 	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> </ul> <p>Use subordination and coordination</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> </ul> <p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> <li>• In narrative create simple settings, characters and plot.</li> <li>• Begin to use direct speech within narratives.</li> </ul>
	<p><b>Marvin and Milo Adventures in Science: non-fiction instruction / explanation</b></p> 	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> <li>• Use subordination and coordination</li> </ul> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> </ul>

A2		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> </ul>	
	<p><b>Fiction: Visual literacy text tbd</b></p>	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> <li>• Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> </ul>
	<p><b>Meerkat Mail by Emily Gravett: fiction</b></p> 	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> <li>• In narrative create simple settings, characters and plot.</li> <li>• Begin to use direct speech within narratives.</li> </ul>	
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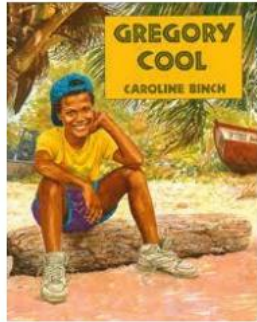
<p>SP1</p>		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> <li>• In narrative create simple settings, characters and plot.</li> <li>• Begin to use direct speech within narratives.</li> </ul>	
	<p><b>Until I Met Dudley by Roger McGough: non-fiction explanation</b></p> 	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> <li>• Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> </ul>
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<p>SP2</p>	<p><b>Carry Me Away – Poems by Matt Goodfellow: poetry</b></p> 	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary.</li> </ul>	
	<p><b>Story Path by Kate Baker and Madalena Matoso: fiction</b></p> 	<ul style="list-style-type: none"> <li>• Express time, place and cause using adverbs and prepositions</li> <li>• Use punctuation to demarcate sentences</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently</li> <li>• Use sentences with different forms: statement, command, question, exclamation</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark contracted forms</li> <li>• Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> <li>• choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• use noun phrases</li> <li>• Use paragraphs to group related information</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary</li> <li>• In narrative create simple settings, characters and plot.</li> <li>• Begin to use direct speech within narratives.</li> </ul>	

	<p><b>Ask Dr K Fisher about Animals by Claire Llewellyn: non-fiction non-chronological reports</b></p> 	<ul style="list-style-type: none"> <li>Express time, place and cause using adverbs and prepositions</li> <li>Use punctuation to demarcate sentences</li> <li>Expand noun phrases to describe and specify</li> <li>Use the present and past tense correctly and consistently</li> <li>Use sentences with different forms: statement, command, question, exclamation</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark contracted forms</li> <li>Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>using paragraphs to group related material</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because and although</i></li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>using and punctuating direct speech</li> <li>Use the present perfect form of verbs</li> <li>choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>use noun phrases</li> </ul>
S1	<p><b>Non-Fiction: Reports verbal</b></p> 	<ul style="list-style-type: none"> <li>Express time, place and cause using adverbs and prepositions</li> <li>Use punctuation to demarcate sentences</li> <li>Expand noun phrases to describe and specify</li> <li>Use the present and past tense correctly and consistently</li> <li>Use sentences with different forms: statement, command, question, exclamation</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark contracted forms</li> <li>Use subordination and coordination</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because and although</i></li> <li>using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>using and punctuating direct speech</li> <li>Use the present perfect form of verbs</li> <li>choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>use noun phrases</li> <li>Use paragraphs to group related information</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>Write using a rich and varied vocabulary.</li> </ul>		

S2

**Gregory Cool by Caroline Binch: fiction**



- Express time, place and cause using adverbs and prepositions
- Use punctuation to demarcate sentences
- Expand noun phrases to describe and specify
- Use the present and past tense correctly and consistently
- Use sentences with different forms: statement, command, question, exclamation
- Use commas to separate items in a list
- Use apostrophes to mark contracted forms
- Use subordination and coordination

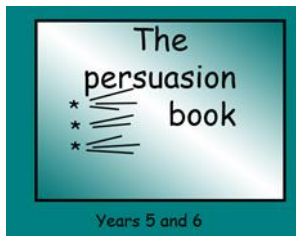
- extending the range of sentences with more than one clause by using a wider range of conjunctions
- using conjunctions, adverbs and prepositions to express time, place and cause
- using and punctuating direct speech
- Use the present perfect form of verbs
- choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition
- use noun phrases

Use and punctuate direct speech

**Composition and effect**

- proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
- Write using a rich and varied vocabulary.
- In narrative create simple settings, characters and plot.
- Begin to use direct speech within narratives.

**Non-Fiction: Persuasion**



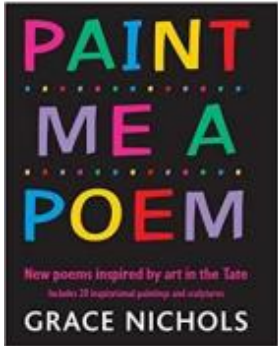
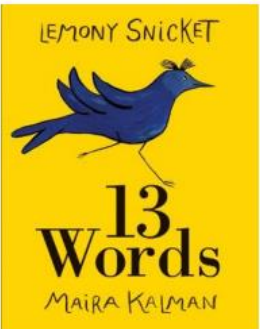
- Express time, place and cause using adverbs and prepositions
- Use punctuation to demarcate sentences
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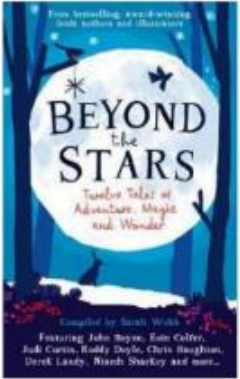
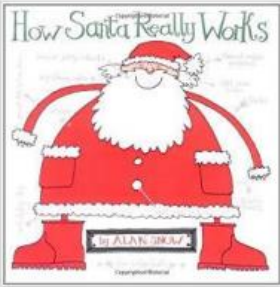
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because* and *although*
- using conjunctions, adverbs and prepositions to express time, place and cause
- using and punctuating direct speech
- Use the present perfect form of verbs
- choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition
- use noun phrases
- Use paragraphs to group related information

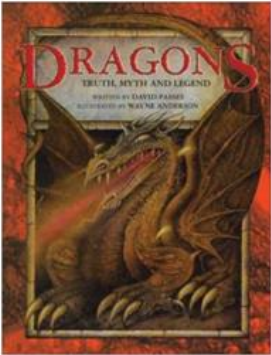
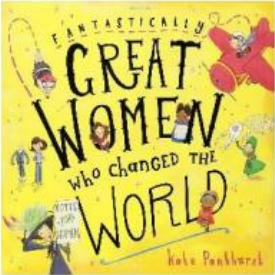
**Composition and effect**


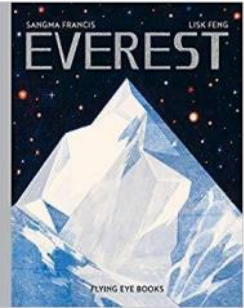
- proofreading for spelling and punctuation errors reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
- Write using a rich and varied vocabulary

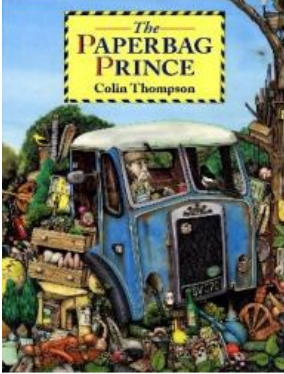

**Year 4**

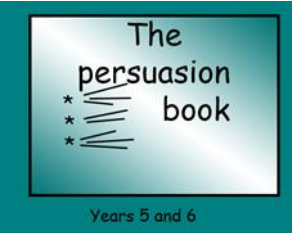
Term	Text	Grammar Year 3	Grammar Year 4
A1	<p><b>Paint me a Poem by Grace Nichols: poetry</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout.</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary appropriate to purpose and form.</li> </ul>		
	<p><b>13 Words by Lemony Snicket and Maria Kalman: fiction</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use of inverted commas and other punctuation to indicate direct speech</li> <li>• noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Use fronted adverbials</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, creating settings, characters and plot.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary appropriate to purpose and form.</li> <li>• Write narratives with a clear plot, and describe settings and characters.</li> <li>• Make effective choices about using direct speech within narratives.</li> </ul>			

	<p><b>Beyond the Stars</b> compiled by Sarah Webb: fiction</p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Expand noun phrases by the addition of modifying adjectives and preposition phrases</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout.</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
A2	<p><b>How Santa Really Works</b> by Alan Snow: non-fiction</p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• using Standard English forms for verb inflections</li> <li>• using paragraphs to organise ideas around a theme</li> <li>• using pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• use conjunctions to express time and cause</li> <li>• Demarcate sentences accurately throughout</li> <li>• Use fronted adverbials</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>
	<p><b>Composition and effect</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>non-narrative material, using simple organisational devices (e.g. headings and subheadings).</p> <p>read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>		

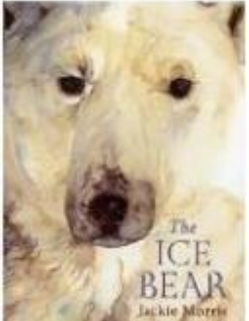
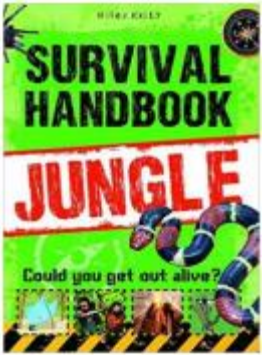
SP1	<p><b>Dragons: Truth, Myth and Legends by David Passes: poetry</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> <li>• use conjunctions to express time and cause</li> <li>• use fronted adverbials</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Use fronted adverbials</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Propose changes to vocabulary, grammar and punctuation to improve it.</li> <li>• Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>• Write using a rich and varied vocabulary appropriate to purpose and form.</li> </ul>		
<p><b>Fantastically Great Women Who Changed the World by Kate Pankhurst: Biography</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use fronted adverbials.</li> <li>• use paragraphs to organise ideas around a theme</li> <li>• using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• use Standard English forms for verb inflections</li> <li>• use pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• in non-narrative material, using simple organisational devices (e.g. headings and subheadings).</li> <li>• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> </ul>			


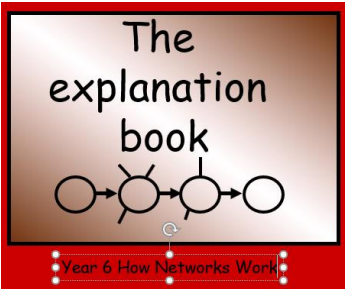
SP2	<p><b>Leon and the Place Between by Angela McAllister: fiction</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</li> <li>• Use and punctuate direct speech</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout.</li> <li>• Appropriate use of pronouns and nouns</li> <li>• Ensuring the consistent and correct use of tense</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing</li> <li>• Write narratives with a clear plot, and describe settings and characters.</li> <li>• Make effective choices about using direct speech within narratives.</li> <li>• Write using rich and varied vocabulary</li> </ul>		
	<p><b>Everest by Sangma Francis and Lisk Feng: non-chronological report</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use fronted adverbials.</li> <li>• use paragraphs to organise ideas around a theme</li> <li>• using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• use Standard English forms for verb inflections</li> <li>• use pronouns or nouns within and across sentences</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Maintain consistent and correct use of tense throughout a piece of writing</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• in non-narrative material, using simple organisational devices (e.g. headings and subheadings).</li> <li>• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> </ul>			


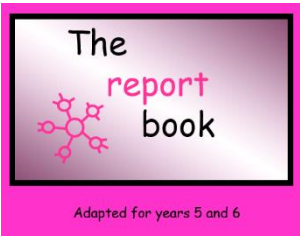
	<p><b>The Paperbag Prince by Colin Thompson: fiction</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
S1		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing</li> <li>• Write narratives with a clear plot, and describe settings and characters.</li> <li>• Make effective choices about using direct speech within narratives.</li> <li>• Write using rich and varied vocabulary</li> </ul>	
	<p><b>Non-Fiction: Chronological reports verbal</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use fronted adverbials.</li> <li>• use paragraphs to organise ideas around a theme</li> <li>• using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• use Standard English forms for verb inflections</li> <li>• use pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• in non-narrative material, using simple organisational devices (e.g. headings and subheadings).</li> <li>• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> </ul>	

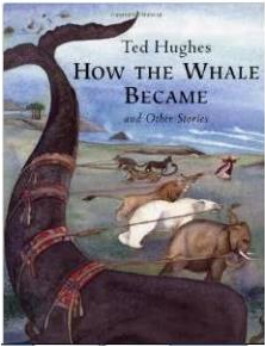

S2	<p><b>Fiction: Visual Literacy</b> Core text: tbd</p>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• using and punctuating direct speech</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing</li> <li>• Write narratives with a clear plot, and describe settings and characters.</li> <li>• Make effective choices about using direct speech within narratives.</li> <li>• Write using rich and varied vocabulary</li> </ul>		
	<p><b>Non-fiction: Persuasion</b></p> 	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i></li> <li>• using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Use the present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use fronted adverbials.</li> <li>• use paragraphs to organise ideas around a theme</li> <li>• using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• use Standard English forms for verb inflections</li> <li>• use pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• in non-narrative material, using simple organisational devices (e.g. headings and subheadings).</li> <li>• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</li> </ul>		


**Year 5**

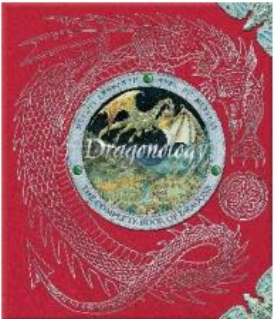
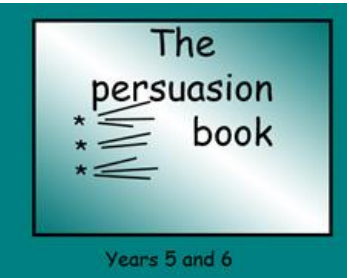
Term	Text	Grammar Year 4	Grammar Year 5
	<p><b>The Ice Bear by Jackie Morris: fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Use fronted adverbials</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use punctuation to ensure meaning is clear, particularly commas for clarity.</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Use dialogue in narratives to convey character or advance the action.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>	
<p><b>A1</b></p>	<p><b>Jungle Survival Handbook by Jen Green: non-fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. he <i>had</i> seen her before)</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> <li>• Use relative clauses</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> </ul>	

A2	<p><b>Where My Wellies Take Me Part 1 &amp; 2 by Clare Morpurgo and Michael Morpurgo: poetry and diaries</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• use relative clauses</li> <li>• Revise commas in lists and inverted commas.</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. <i>he had seen her before</i>)</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>		
	<p><b>Explanation: Non-Fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. <i>he had seen her before</i>)</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> <li>• Use relative clauses</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> </ul>			


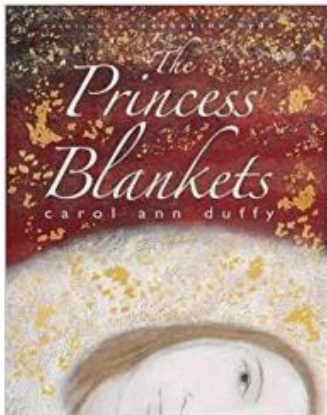
SP1	<p><b>The Tear Thief by Carol Anne Duffy: fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Use fronted adverbials</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. <i>he had seen her before</i>)</li> <li>• Accurately punctuate direct speech</li> <li>• Use devices to build cohesion within paragraphs.</li> <li>• Use punctuation to ensure meaning is clear, particularly commas for clarity.</li> <li>• Use relative clauses.</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Use dialogue in narratives to convey character or advance the action.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>		
	<p><b>Non-Chronological Reports: Non-Fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. <i>he had seen her before</i>)</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> <li>• Use relative clauses</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> </ul>			

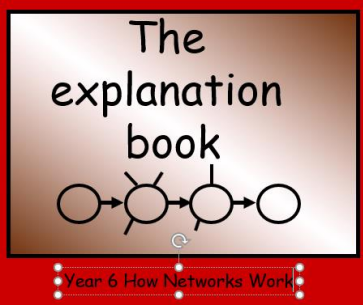

SP2	<p><b>How the Whale Became and Other Stories by Ted Hughes: fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech.</li> <li>• Use fronted adverbials</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. <i>he had seen her before</i>)</li> <li>• Use devices to build cohesion within paragraphs.</li> <li>• Use punctuation to ensure meaning is clear, particularly commas for clarity.</li> <li>• Use relative clauses.</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Use dialogue in narratives to convey character or advance the action.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>		
	<p><b>Presentation and articulation: non-fiction reports</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Link ideas across paragraphs</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>			


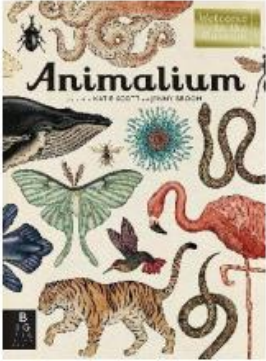
<b>S1</b>	<p><b>The Lost Words by Robert McFarlane and Jackie Morris: poetry</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using commas to clarify meaning or avoid ambiguity in writing complex lists</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. he <i>had</i> seen her before)</li> <li>• Use devices to build cohesion within paragraphs.</li> <li>• Use relative clauses.</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>		
	<p><b>Fiction: Visual literacy core text tbd</b></p>	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using commas to clarify meaning or avoid ambiguity in writing complex lists</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>), or tense choices (e.g. he <i>had</i> seen her before)</li> <li>• Use devices to build cohesion within paragraphs.</li> <li>• Use relative clauses.</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and begin to develop atmosphere.</li> <li>• Use dialogue in narratives to convey character or advance the action.</li> <li>• Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> </ul>			



<p>S2</p>	<p><b>Dragonology by Dugald Steer, Helen Ward, et al.: non-fiction</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> </ul> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use relative clauses</li> <li>• Link ideas across paragraphs</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Note and develop initial ideas, drawing on research and reading where necessary.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and impact meaning.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>		
	<p><b>Non-fiction: Persuasion</b></p> 	<ul style="list-style-type: none"> <li>• use a range of clause structures, sometimes varying their position within in the sentence for effect.</li> <li>• Demarcate sentences accurately</li> <li>• Organise paragraphs around a theme</li> <li>• Appropriate use of pronouns and nouns within and across sentences.</li> <li>• Express time, place and cause using prepositions.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Link ideas across paragraphs</li> <li>• Indicate degrees of possibility, using adverbs or modal verbs</li> <li>• Use devices to build cohesion within paragraphs</li> <li>• use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>			

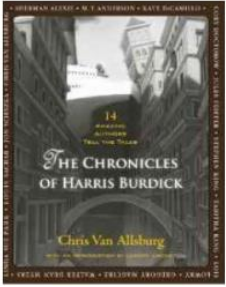
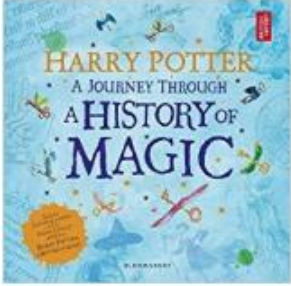
**Year 6**

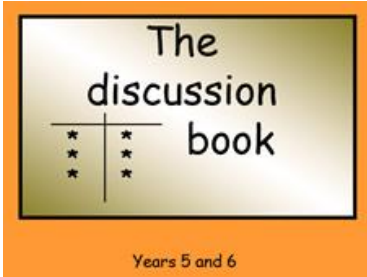
	<b>Text</b>	<b>Grammar Year 5</b>	<b>Grammar Year 6</b>
<b>A1</b>	<p><b>I am Cat by Jackie Morris: poetry</b></p> 	<ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>Appropriate choice of pronoun or noun to avoid ambiguity or repetition (year 4).</li> <li>Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Understand how words are related by meaning as synonyms ('powerful vocabulary').</li> </ul>
	<p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings and characters.</li> <li>Use a range of poetic devices</li> <li>Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>		
	<p><b>The Princess' Blankets by Carol Ann Duffy: fiction</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>Use commas to clarify meaning</li> <li>Relative clauses</li> <li>Fronted adverbials (year 4)</li> <li>Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>Use semi-colons to mark boundaries</li> <li>Revise dialogue</li> <li>Revise sentences with more than one clause</li> </ul>
<p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Integrate dialogue to covey character and advance the actions.</li> </ul>			

	<p><b>The Water Cycle: non-fiction</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Use brackets, commas and dashes to indicate parenthesis.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Write in the passive voice</li> <li>• Use colons to link independent clauses</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	
A2	<p><b>Presentation and articulation: non-fiction reports</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Use brackets, commas and dashes to indicate parenthesis.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Write in the passive voice</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use colons to link independent clauses</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	

SP1	<p><b>Alma: fiction visual literacy</b> Core text: extract from <b>Beowulf</b></p> 	<p><b>Grammar Year 5</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning</li> <li>• Relative clauses</li> <li>• Fronted adverbials (year 4)</li> <li>• Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• Write in the passive voice</li> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Use semi-colons to mark boundaries</li> <li>• Use dashes to emphasise</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describe settings, characters and <u>atmosphere</u>.</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> </ul>		
<p><b>Animalium by Jenny Broom:</b> <b>Non-Chronological Report</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Use brackets, commas and dashes to indicate parenthesis.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• Write in the passive voice</li> <li>• link ideas within and across paragraphs, using a wider range of cohesive devices</li> <li>• Use colons to introduce a list and to link independent clauses.</li> <li>• Use semi-colons to separate items in a list.</li> </ul>	
<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> </ul>			

	<p><b>A Wizard of Earthsea by Ursula Le Guin: fiction</b></p> 	<p style="text-align: center;"><b>Grammar Year 5</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use commas to clarify meaning</li> <li>• Relative clauses</li> <li>• Fronted adverbials (year 4)</li> <li>• Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</li> </ul>	<p style="text-align: center;"><b>Grammar Year 6</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
		<p><b>Composition and effect</b></p> <p>l characters.</p> <p>osphere, and integrate dialogue to convey character and advance the action.</p> <p>situation to enhance effects and clarify meaning.</p>	
<p><b>SP2</b></p>	<p><b>Journalistic writing: report writing</b></p>  <p style="font-size: small;">Adapted for years 5 and 6</p>	<p style="text-align: center;"><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use relative clauses</li> </ul>	<p style="text-align: center;"><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• Write in the passive voice</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• link ideas within and across paragraphs, using a wider range of cohesive devices</li> </ul>
		<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Propose changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	

	<p><b>The Chronicles of Harris Burdick by Chris Van Allsburg et al.: fiction</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use commas to clarify meaning</li> <li>• Relative clauses</li> <li>• Fronted adverbials (year 4)</li> <li>• Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> </ul>
S1	<p><b>Harry Potter - A Journey Through A History of Magic: non-fiction: Multi-genre</b></p> 	<p><b>Grammar Year 5</b></p> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use relative clauses</li> </ul>	<p><b>Grammar Year 6</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• write in the passive voice</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• linking ideas within and across paragraphs using a wider range of cohesive devices.</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
	<p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, consider how authors have developed characters in what they have read, listened to or seen performed.</li> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Composition and effect</b></p> <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> </ul>		

S2	<b>Biography: Non-Fiction</b> <b>Inspirational people Tudor</b> <b>Explorers</b>	<b>Grammar Year 5</b> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use relative clauses</li> </ul>	<b>Grammar Year 6</b> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• write in the passive voice</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• linking ideas within and across paragraphs using a wider range of cohesive devices.</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
	<b>Composition and effect</b> <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> </ul>		
	<b>Discussion: Non-Fiction</b> <b>Sir Richard Grenville Hero or</b> <b>Villain</b> 	<b>Grammar Year 5</b> <ul style="list-style-type: none"> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use relative clauses</li> </ul>	<b>Grammar Year 6</b> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• write in the passive voice</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• linking ideas within and across paragraphs using a wider range of cohesive devices.</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
<b>Composition and effect</b> <ul style="list-style-type: none"> <li>• Pupils should perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li> </ul>			

