

## Writing Progression

Autumn 1 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Toolkit targets:	<ul style="list-style-type: none"> <li>*Look attentively and talk about new experiences;</li> <li>*Use adjectives (describing words) to say what images and objects look like;</li> <li>*Look carefully at images, objects, animals, events, etc;</li> <li>*Use all the senses to discuss and describe — look, touch, taste, hear and smell;</li> </ul>	<ul style="list-style-type: none"> <li>*Use simple similes to describe e.g. He stood as tall as a tree</li> <li>*Use sentence or power of 3 e.g. Santa was red, fat and friendly</li> <li>*Use adverbs to describe how something does something e.g. she tiptoed quietly</li> <li>*Use adjectives to describe a noun with a comma (simple noun phrases), e.g. a small, round ball</li> <li>*Introduce bits of alliteration e.g. Sally slept silently</li> </ul>	<ul style="list-style-type: none"> <li>*Choose a name for the setting</li> <li>*Try to ‘see’ it in your mind and use all senses to describe</li> <li>*Use sentences of 3 to describe</li> <li>*Take your character home at the end of the story. Include some detail to bring a setting alive</li> <li>*Choose adjectives with care; use ‘like’ and ‘as’ similes</li> <li>*Include time of day and weather, e.g. it was a hot night</li> </ul>	<ul style="list-style-type: none"> <li>*‘Show’ not ‘tell’ - describe a setting to create an atmosphere .e.g. The shadow darted forwards. Her skin crawled!</li> <li>*Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown, smeared, smothered;</li> <li>*Use personification e.g. the bushes seemed like they were holding their breath;</li> <li>*Use metaphors and similes to create atmosphere, e.g. even the tables froze;</li> <li>*Use alliteration to add to the effect, e.g. to add to the effect, e.g. Sally slept silently. The dark, damp, dangerous wood;</li> <li>*Use expanded noun phrases to add intriguing detail e.g.</li> </ul>	<ul style="list-style-type: none"> <li>*Threatening setting described</li> <li>*Show the character’s feelings by reactions, e.g. she froze</li> <li>*Short punchy sentences for drama</li> <li>*Rhetorical questions to make the reader worried</li> <li>*Empty words to hide the threat - something, somebody, it, a silhouette</li> <li>*Powerful verbs - crept, grabbed, smothered</li> <li>*Fronted adverbials (with comma) — in an instant, without warning, out of the blue...</li> </ul>	<ul style="list-style-type: none"> <li>Use details of setting and language to suggest Arabian culture</li> <li>Use change of place, time and action to link ideas across paragraphs.</li> <li>Long sentences to enhance description or information</li> <li>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky.</li> <li>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack.</li> </ul>	<ul style="list-style-type: none"> <li>*Use well-chosen adjectives, similes/metaphor</li> <li>*Use senses and concrete detail</li> <li>*Show things through the character’s eyes, e.g. she stared at....</li> <li>*Describe only key objects</li> <li>*Describe settings to create atmosphere</li> <li>*Describe the weather and time of day</li> </ul>

				The shaggy dog at the end of the lane begged on all fours.			
Grammar:	family, parents, siblings,	Adjectives- Noun phrases	Adjectives - Noun phrases  Paragraphs  Adverbs  <b>Conjunctions</b> <b>Subordination</b> <b>Coordination –</b>	Expanded noun phrases Adjectives Adverbs Metaphors and similes Prepositions	Subordinate clauses to start sentences Commas to demarcate clauses Awareness of verb choice		Expanded Noun Phrases Semi Colons
<b>Autumn 1 – Non-Fiction</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Text Type:	Elmer	Instructions	Leaflet	Diary	Newspaper report	Poetry	Formal letter
Toolkit targets:	*Put the main character into a scary setting - forest, old bridge, empty house; *hear or see something; *describe the threat; *main character escapes!	Ideas grouped in sentences in time sequence.  Written in the imperative e.g. sift the flour.  Use of numbers or bullet points to signal order.  Expand the range and scale of instructions using exemplar texts, building in language features from N/YR – title – sequential connectives – short clear sentences – imperative language  e.g. recipes, directions to get	Learn and retell simple information texts with a three-part structure in sentences or short paragraphs: – -an opening that introduces reader to the topic – a number of chunks of information about the topic – a conclusion with an amazing fact  Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition: Ambulances are emergency vehicles for carrying sick	*Create well-crafted openings using complex sentences to capture reader’s attention  *organise text into paragraphs  *Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: – sequence events: firstly, secondly, later, etc... – add information: also, additionally, furthermore, not only... etc. – change direction: but, however, although etc.	Create well-crafted openings using complex sentences to capture reader’s attention e.g. Organise text into paragraphs introduced with topic sentences Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: – sequence events: firstly, secondly, later, etc... – add information: also, additionally, furthermore, not only... etc. – change	Metaphor Personification Onomatopoeia	*try to support views with reasons or evidence e.g. ...According to the Daily Mail, more than 10,000 homes could face demolition if a proposed third runway is built at Heathrow *offer and refute some counter arguments e.g. Now some people might object that..., *disguise opinions to sound like facts e.g. In fact..., The truth is..., in what some would call the most important moment in..., It has frequently been claimed that... *or (more rationally) make clear that these

		<p>somewhere, simple instructions for games, how to make a scary mask, how to grow butter beans.</p>	<p>people to hospital; A lot of people own dogs but they keep them for different reasons.</p> <p>Group related ideas / facts into sections Sub headings to introduce sentences / sections</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p>	<p>– conclude and summarise: finally..., in the end..., at last..., etc.</p> <p>*Use past tenses verb appropriately e.g. We climbed up the slope... (simple past); While we were climbing up the slope,... (continuous past); when we had climbed up the slope...(past perfect); We had been climbing up the slope while...(past perfect continuous);</p> <p>*Create 1st person recounts based on individual and shared experiences, show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes.</p>	<p>direction: but, however, although etc. – conclude and summarise: finally..., in the end..., at last..., etc.</p> <p>Use past tenses verb appropriately e.g. We climbed up the slope... (simple past); While we were climbing up the slope,... (continuous past); when we had climbed up the slope...(past perfect); We had been climbing up the slope while...(past perfect continuous)</p> <p>Create 3rd person recounts for specific audiences e.g. newspaper reports police reports Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect e.g. – long and short sentences: We left the house full of energy and looking forward to trying out the raft for the first time...;; 'Got it', he shouted... etc. – sentences with 'drop-in' phrases and</p>	<p>are your opinions e.g. I think..., in my opinion..., – try to persuade using persuasive devices (see below),</p> <p>*try to get the reader interested and on your side - appear reasonable.</p> <p>*Make your reader think that the rest of the world, agrees with you e.g. Everyone agrees that..., We all know that...</p> <p>*Use persuasive devices such as superlatives, hyperbole, emotive language, rhetorical questions, alliteration.</p> <p>*Passive voice to sound more formal.</p>
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					<p>clauses The beaver, with the rope between his teeth, was heading for the weir... etc. – a variety of sentence openers: The beaver began chewing hungrily..., Hungrily, the beaver began chewing., etc. – Questions and exclamations: Why would he swim so close to the raft? we wondered..., Look out, or he'll start eating the rope!</p>		
Grammar:	<p>Introduce:</p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Simile – 'like'</li> </ul>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Full stops</p> <p>Finger spaces</p> <p>Tense</p> <p>Simple connectives used to used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p>	<p>Paragraphs - Main ideas organized in groups.</p> <p>Modal verbs.</p> <p>Conjunctions to link and add information.</p> <p>Commas to separate items in a list.</p> <p>Exclamation marks.</p>	<p>Questions and exclamations</p> <p>Adverbials of time and place</p>	<p>Tense</p> <p>Reported speech (quotes)</p>	<p>Elaboration of starters using adverbial phrases</p> <p>Moving sentence chunks (how, when, where) around for different effects</p>	<p>Active and passive voice</p> <p>Modal verbs</p> <p>Brackets</p> <p>Relative clause / pronouns</p>

		Sentences do not include pronouns and are written impersonally					
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Autumn 2 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	Characterisations – Supertato	Journey text	Diary	Opening story	Recount (in role)	Story with a moral	Diary Entry
Toolkit targets:	<ul style="list-style-type: none"> <li>*Write about a character from a story you know or make up a new character;</li> <li>*Give your character a name;</li> <li>*Use adjectives to describe and use a simile - like or as;</li> <li>*Have a 'goodie' and a 'baddie'; Give your character a   problem;</li> <li>*End with 'happily ever after'.</li> </ul>	<ul style="list-style-type: none"> <li>*Use simple similes to describe</li> <li>*Use sentence or power of 3 e.g. Santa was red, fat and friendly</li> <li>*Use adverbs to describe how something does something</li> <li>*Use adjectives to describe a noun with a comma (simple noun phrases), e.g. a small, round ball</li> <li>*Introduce bits of alliteration e.g. Sally slept silently</li> </ul>	<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid</p> <p><b>-'ly' starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences using time words.</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p>	<ul style="list-style-type: none"> <li>*Use time (Late one night), weather (Snow fell) or place starters (The river teemed with fish) - 'who', 'where', 'when', 'weather' and 'what' (is happening) to orientate the reader.</li> <li>*Start with the name of your character, e.g. 'Bill stared out of the window'.</li> <li>*Think about how the character feels (or personality, e.g. bossy) and show this at the start, e.g. 'Bill glared at his teacher'.</li> </ul>	<ul style="list-style-type: none"> <li>*Create 1st person recounts based on individual and shared experiences, show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes.</li> <li>*Create well-crafted openings using complex sentences to capture reader's attention e.g. Organise text into paragraphs introduced with topic sentences Link paragraphs appropriately with a</li> </ul>	<ul style="list-style-type: none"> <li>*'Hook' the reader, e.g. Usually, Tim enjoyed playing in the park but ... Use a contrast, e.g. inside/ outside: Outside, the wind howled. Inside, the fire blazed. Use a dilemma, desire or unexpected event, e.g. Jo wept. Suggest something dangerous might happen (the ancient bridge shook) or has happened, e.g. smoke rose from the village. Dismiss the 'monster', e.g. Tim had never believed in ghosts. Create a</li> </ul>	<ul style="list-style-type: none"> <li>*complex sentences to combine information effectively: we decided, without thinking about what might be inside, to force open the lid...</li> <li>*Sentences with lists of three: ...then the box, the shelf and the chair all came crashing down...</li> <li>*Active and passive voices: Jack left the ladder where it was... but the gate had been fastened with a piece of wire...</li> <li>*Conditional and hypothetical (if...then) sentences</li> </ul>

			<p>Secure use of <b>compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p>	<p>*Use dramatic speech ~ "How do we escape now?"(try warnings, worries, dares, secrets)</p> <p>*Start with questions or exclamations to hook the reader's interest, eg. "Run!" they yelled. / "What is it?" she muttered.</p> <p>*End by showing how the character has changed, 'Bill grinned' or what has been learned eg a moral.</p>	<p>range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: – sequence events: firstly, secondly, later, etc... – add information: also, additionally, furthermore, not only... etc. – change direction: but, however, although etc. – conclude and summarise: finally..., in the end..., at last..., etc.</p>	<p>mood(The fog shrouded). *Use a 'trigger' to catch the reader's interest, e.g. someone wants something, is warned not to do something, has to go somewhere, is threatened, has lost something. a mysterious parcel arrives. *Use a flashback or forwards. *End by showing what the main character has learned or how they have changed. Make a link back to the beginning. Have the author comment on events.</p>	<p>e.g.: If we had wanted (Had we wanted...) to take the dog with us, we could not have gone on the bus... *Varied sentence openers... *Questions and exclamations...</p>
Grammar:	Night, ivy, habitat, nocturnal, prey, camouflage , feathers, branch,		<p>Past tense</p> <p><b>Modal verbs</b> e.g. would, could, should.</p> <p>Noun phrases</p> <p><b>Connectives/conjunctions</b> <b>Subordination</b> – when, if, that, because <b>Coordination</b> – or, and, but.</p>	<p>Questions Exclamations Speech marks Expanded noun phrases Present tense</p>	<p>Past tense Formal / informal Present perfect Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns</p>		<p>Direct / reported speech (quotes) Brackets Levels of formality</p>

					and preposition phrases		
Autumn 2 – Non-Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	Story Map – We’re going on a bear hunt	Letter	Letter	Newspaper report	Letter	First person recount of experience	Explanation text
Toolkit targets:	Draw maps with different settings depicted; Create simple stories that start and end in the same place; Create simple stories in which a main character goes from setting to setting on a journey; Write about local settings in stories; Select from a bank of photos or images of settings when composing; Choose a Scary setting where something might happen, e.g. bridge, forest, old house;   Use adjectives and similes to   describe settings.	Ideas grouped in sentences in time sequence.  Sentences using simple pronouns and connectives.  Uses spaces to separate words.  Capital letters for start of sentence, names, personal pronouns.	Secure use of planning tools: Story map / story mountain / story grids/ ‘Boxing up’ grid  -‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...  Vary openers to sentences and formal/ informal language.  <b>Embellished simple sentences using: adjectives</b> e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.  Secure use of <b>compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)	* Create strong headings to attract the reader  * Use the 5ws (When, who, where, what, why) *Use facts  *Use quotes( after interviewing main character and eyewitnesses)  * Use subordinating conjunctions  *use effective vocabulary to attract the reader	Develop use of a topic sentence Link information within paragraphs with a range of connectives. Introduction Middle section(s) Ending Ending could Include reminders, question, warning, encouragement to the reader Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.	Structure: Introduction / Middle / Ending  Secure use of paragraphs  Link ideas within and across paragraphs using a full range of connectives and signposts  Use rhetorical questions to draw reader in  Express own opinions clearly	*expanding the range of connectives and generalisers, particularly those showing cause and effect *use of provisional statements with words and phrases like usually..., seem to be..., tend to..., *opinions as well as facts e.g. Some people still believe that... It used to be thought that... *technical vocabulary to add precision e.g. spine, compression, glucose *references to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered... *sentences with lists of three:

Grammar:		<p>Noun What a noun is.</p> <p>Regular plural nouns with 'er' Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root.</p> <p>Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Use simple adverbs e.g. yesterday, today.</p> <p>Noun phrases.</p> <p>Using sequencing techniques – time related words.</p> <p>Use question marks and exclamation marks correctly.</p>	<p>Quotation marks</p> <p>Fact and opinion</p> <p>Past tense</p> <p>Chronological-time words</p>	<p>Modal verbs to express degrees of possibility</p> <p>Relative clauses</p>	<p>Expanded –ed clauses as starters e.g. Encouraged by the cheerful welcome, I entered the mosque.</p> <p>Main and subordinate clauses with full range of conjunctions</p>	<p>Active and passive voice</p> <p>Semi-colons</p> <p>Brackets</p> <p>Generalisers</p>
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Spring 1 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	The Gingerbread Man	Setting description	Adventure/Journey Story	Narrative- portal story	Narrative – setting change over time	Defeating the Monster Tale (Myths and Legends)	Character Description
Toolkit targets:	Put the main character into a scary setting - forest, old bridge, empty house; hear or see something; describe the threat; main character escapes!	<p>Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather.</p> <p>Introduce bits of alliteration e.g. Sally slept silently.</p> <p>Use simple similes to describe e.g. He stood as tall as a tree</p> <p>Use sentence or power of 3 e.g. Santa was red, fat and friendly.</p> <p>Use adverbs to describe how something does something e.g. she tiptoed quietly.</p> <p>Use adjectives to describe a noun with a comma (simple noun phrases), e.g. a small, round ball</p>	<p>Think about how the character feels/ what the character wants before the story starts;</p> <p>Add more ways to start a story, using the ‘time’ starter ‘one’, e.g. One day; one morning; one afternoon; one night...</p> <p>Add in ‘early’ or ‘late’, e.g. Late one night; Early one morning;</p> <p>Use ‘place’ starters, e.g. In a distant land; Far, far away; On the other side of the mountain, etc.;</p> <p>Use more time starters, e.g. ‘Once, not twice; Long ago; many moons ago,’ etc.;</p> <p>End by stating how the character has “changed or what has been learned, He would never steal again.’ Or, take your characters home.</p>	<p>*Plan opening around character(s), setting, time of day and type of weather</p> <p>*Paragraphs to organise ideas into each story part</p> <p>*Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>*Choose an interesting name   for the setting;</p> <p>*Select the time of day and weather to create an effect, e.g. thunder rumbled through the darkness;</p> <p>*Show how a character reacts to the setting, eg, Jo shivered: Show the setting through the character’s eyes, eg, Jo looked round the room; *Use prepositions — below the hill...; near the cave...: on   top of the table was....</p> <p>*Use a change of setting, ‘weather new atmosphere.</p>	<p>*use a story telling tone at the start (Hear well, Listen my friends...etc)</p> <p>*used alliteration (fiery fiend, gruesome ghoul)</p> <p>*chosen my words carefully to show this story is set in the Anglo- Saxon era</p> <p>*use sentences of 3 for description</p> <p>*used a range of different sentence types that have improved my story</p> <p>*shown how the setting changed after the monster is defeated</p> <p>*drop in clues to the problem in my opening and build up</p> <p>*started my sentences in different ways to</p>	<p>*Use well-chosen adjectives, similes/metaphor</p> <p>*Use senses and concrete detail</p> <p>*Show things through the character’s eyes, e.g. she stared at....</p> <p>*Describe only key objects</p> <p>*Describe settings to create atmosphere</p> <p>*Describe the weather and time of day</p> <p>*Think about how the character feels and why, e.g. angry – or what type are they, e.g. bossy or shy</p> <p>*Show this through what they say or do</p> <p>*What is their desire/goal, e.g. she wants a pet *Develop and change character beginning to the end</p>

			<p>Use precise nouns to 'name it' and create a picture in the reader's mind, e.g. poodle rather than dog;</p> <p>Choose adjectives with care and use a comma e.g. the small, round pot;</p> <p>Sentence or power of 3 to describe, e.g. Santa was red, fat and friendly.</p>	<p>*Create suspense, put character in the dark, give place names to create fear (suspense toolkit)</p> <p>*Let the threat get closer and closer; show the character's feelings by reactions, e.g. she froze; short punchy sentences for drama: rhetorical questions to make the reader worried: empty words to hide the threat - something, somebody, it, a silhouette; powerful verbs ~ crept, grabbed, smothered; dramatic connectives — in an instant, without warning, out of the blue...;</p>		keep my reader hooked	
Grammar:	phrases	<p>Verbs</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Nouns</p> <p>Tense</p> <p>'-ly' openers Fortunately,...Unfortunately, Sadly,...</p>	<p>Adjectives - Noun phrases</p> <p>Paragraphs</p> <p>Adverbs</p> <p><b>Connectives/conjunctions</b> <b>Subordination</b> – when, if, that, because <b>Coordination</b> – or, and, but.</p>	<p>Prepositions</p> <p>Powerful vocabulary to create suspense</p>	<p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Paragraphs to show change of time / atmosphere / mood etc.</p> <p>Commas after fronted adverbials</p>	<p>Figurative language (kennings)</p> <p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Dialogue punctuated correctly</p>	<p>Figurative language, passive voice, adverbial and prepositional phrases. Expanded noun phrases</p>

		Simple sentences e.g. I went to the park. The castle is haunted					
<b>Spring 1 –Non-Fiction</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Text Type:	Select from library	Postcard	Non-Chronological Report	Character Description	Letter of complaint	Explanation text – Why is England called England?	Formal report / recount
Toolkit targets:	create simple stories that start and end in the same place; Create simple stories in which a main character goes from setting to setting on a journey; Write about local settings in stories; Select from a bank of photos or images of settings when composing; Choose a Scary setting where something might happen, e.g. bridge, forest, old house;   Use adjectives and similes to   describe settings.	<p>Sentence structure</p> <p>Dear.... From.....</p> <p>Informal question</p> <p>Friendly / informal tone</p> <p>Explanation what the postcard is about, who it is written to, date and what was happening.</p> <p>Use of yesterday / today / tomorrow to say when things have happened / will happen</p>	<p>Learn and retell simple information texts with a three-part structure in sentences or short paragraphs: – -an opening that introduces reader to the topic – a number of chunks of information about the topic – a conclusion with an amazing fact</p> <p>Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition: Ambulances are emergency vehicles for carrying sick people to hospital; A lot of people own dogs but they keep them for different reasons.</p> <p>Group related ideas / facts into sections Sub headings to introduce sentences /sections</p>	<p>*Show not tell to describe the character’s emotions using senses e.g. a shiver shot up her spine</p> <p>*Give your main character a hobby, interest or a special talent</p> <p>*Know your character’s desire or fears</p> <p>*Choose a good name</p> <p>*Use power of 3 and adverbs</p>	<p>*Clear introduction and conclusion. Links between key ideas in the letter. *Paragraphs organized correctly into key ideas.</p> <p>*a main section setting out the points in favour in a connected sequence: (a) as a list with numbers, numerical connectives or bullets. (b) as a connected paragraph, or series of paragraphs.</p> <p>*Introduce points with a topic sentence e.g. The sky tower gives you..., or an invitation e.g. See things differently from the top of the sky tower... Add information to tempt and entice</p>	<p>introductions that link to their experiences e.g. No doubt you will have seen a suspension bridge, and it’s almost as likely that you’ve travelled over one. – giving examples: other mammals, such as flying squirrels and gliding possums, can only glide for short distances. – Inventing similes to illustrate points e.g. a tree’s bark is like our skin..., the cables of a suspension bridge are stretched under tension like a spring., – possible use of diagrams, charts, illustrations or models.</p> <p>expanding the range of connectives and</p>	<p>Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate e.g. Use direct and reported speech appropriately: ‘Don’t put your fingers near the machinery’, said our guide; (direct) ...our guide told us to keep our fingers away from the machinery... (indirect/reported) etc. Vary sentence structure, length and type e.g. – complex sentences to combine information effectively: we decided, without thinking about what might be inside, to force open the lid...</p>

			Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question		e.g. In the old mill, where they still grind flour... – a *conclusion to round off e.g. At the end of your visit why not enjoy..., you can have all this and more for the price of..., Book now. Tickets are available from..., *Use a wider range of connecting words and phrases to: – Address and invite readers: See the new..., Have you ever been... etc. – add information: as well as..., additionally..., etc. – mark time and sequence: when, after, as soon as..., etc. – change of direction: but, however, although, etc.	generalisers, particularly those showing cause and effect – use of provisional statements with words and phrases like usually..., seem to be..., tend to..., – opinions as well as facts e.g. Some people still believe that... It used to be thought that... – technical vocabulary to add precision e.g. spine, compression, glucose – references to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered...	– Sentences with lists of three: ...then the box, the shelf and the chair all came crashing down... – Active and passive voices: Jack left the ladder where it was... but the gate had been fastened with a piece of wire... – Conditional and hypothetical (if...then) sentences e.g.: If we had wanted (Had we wanted...) to take the dog with us, we could not have gone on the bus... – Varied sentence openers... – Questions and exclamations...
Grammar:		Noun What a noun is.  Regular plural nouns with 'er' Verbs Third person, first person singular.  Ending added to verbs where there is change to root.	Paragraphs - Main ideas organized in groups.  Subject/verb sentences e.g. He was... They were... It happened...  Some modal verbs introduced e.g. would, could, should.  Rhetorical questions.	Adjectives Adverbs Noun phrases Commas	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Vary sentence structure, length and type e.g. – complex sentences to combine information effectively: The Outer bark keeps a tree from losing too much water, which	Levels of formality, synonyms and antonyms, speech punctuation.

		<p>Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Commas to separate items in a list.</p>		<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>could happen easily in a plant so large...; – sentences with lists of three: Pulleys are used on boats to hoist sails, in garages to lift engines and in cranes for shifting heavy weights; – active and passive voices: suspension bridges have cables strung between tall towers from which a deck is hung (or suspended); – conditional and hypothetical (if...then) sentences e.g.: If trees lose (were to lose) their bark, they would die because...; If Fleming hadn't accidentally noticed the mould, we might not have penicillin today.</p>	
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Spring 2 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	Little Red Riding Hood		Narrative – Setting Description			Narrative – Suspense Story	Suspense story
Toolkit targets:	Learn a 'Once upon a time' opening; Learn 'Once upon a time there was a ... who lived...' to establish a character in a setting, eg. 'Once upon a time there was a pirate who lived on an island; Learn to end a story with 'finally' or 'in the end' and "happily ever after".		Choose a name for the setting; Try to 'see' it in your mind and use all senses to describe;  Use sentences of 3 to describe;  Take your character home at the end of the story.  Include some detail to bring a setting alive;  Choose adjectives with care; use 'like' and 'as' similes;  Include time of day and weather, e.g. it was a hot night; -  Select scary settings for dilemmas.  Choose and decide how a character feels,			*hide the threat; use an abandoned setting or lull the reader with a cosy setting ; *personify the setting to sound dangerous - use the weather, time of day to create atmosphere; *your character hears, sees, touches, smells or senses something ominous; surprise the reader with the unexpected; *suggest something is about to reveal the character's thoughts, e.g. she wondered if she would ever escape the darkness...; *slow the action by using sentences of	*use an abandoned setting or lull the reader with a cosy setting; *personify the setting to sound dangerous - use the weather, time of day to create atmosphere; *your character hears, sees, touches, smells or senses something ominous; *surprise the reader with the unexpected; *suggest something is about to reveal the character's thoughts, e.g. she wondered if she would ever escape the darkness...; *slow the action by using sentences of three and drop in clauses.

			<p>thinks or their type and show this through what they say, 'I'm scared':</p> <p>'Use powerful speech verbs - hissed, squealed, roared, whispered;</p> <p>Use said + adverb - he said nervously;</p> <p>Write what is said, starting with a capital letter, and the punctuation inside a speech bubble;</p> <p>Burst the bubble to leave speech marks;</p> <p>Start a new line for a new speaker.</p>			three and drop in clauses	
Grammar:			<p>Adjectives - Noun phrases</p> <p>Paragraphs</p> <p>Adverbs</p> <p><b>Connectives/conjunctions</b>  <b>Subordination</b> – when, if, that, because  <b>Coordination</b> – or, and, but.</p> <p>Speech marks</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns</p>			<p>Embedded relative clauses (drop in clauses)</p> <p>Speech punctuation</p>	<p>Speech punctuation, embedded relative clauses</p> <p>Building suspense</p> <p>Figurative language</p> <p>Prepositional phrases</p>

Spring 2 – Non-Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	Goldilocks and the Three Bears	Newspaper report	Instruction Writing	Informal letter	Persuasion - Speech	News report	Non-Chronological report
Toolkit targets:	Learn a 'Once upon a time' opening; Learn 'Once upon a time there was a ... who lived...' to establish a character in a setting, eg. 'Once upon a time there was a pirate who lived on an island; Learn to end a story with 'finally' or 'in the end' and "	Ideas grouped in sentences in time sequence.  Attempts at third person writing. e.g. The man was run over.  Beginning describes what happened  Use technical vocabulary for accuracy e.g. windscreen, siren, valve.	Expand the range and scale of instructions using exemplar texts, building in language features from N/YR – title – sequential connectives – short clear sentences – imperative language  Extend range of connectives used to include: number first second, firstly, secondly etc.  co-ordinating conjunctions and, but, so time connectives before, after, when, finally; linking words who, which, that, etc.  Use a range of prepositions appropriately to indicate place, position and time accurately in front of, behind, beside, while etc.  Keep sentences short by choosing precise	*clear opening stating the reason for writing the letter  *organise into paragraphs denoted by time and place  *Letter structure  *Conversational, informal tone	*a title to hook reader and capture the topic clearly e.g. The Mary Rose – an unmissable experience *an introduction which: (a) Invites the reader directly e.g. Have you ever wondered...?, If you enjoy... don't miss..., What could be easier than to...? (b) uses a punchy topic sentence to make clear what is being promoted e.g. The New Mary Rose exhibition could be just the place to visit this weekend..., *a main section setting out the points in favour in a connected sequence: (a) as a list with numbers, numerical connectives or bullets. (b) as a connected paragraph, or series of paragraphs. *Introduce points	Use 1st and 3rd persons to recount and report, and as well as using past tense for narrating, experiment with using present tense, as in a sports commentary – explore the effects of changing from one tense to another.  Create and use banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate  Use direct and reported speech appropriately: 'Don't put your fingers near the machinery', said our guide; (direct) ...our guide told us to keep our fingers away from the machinery...	expanding the range of conjunctions and generalisers – use of provisional statements with words and phrases like usually..., seem to be..., tend to..., – opinions as well as facts e.g. Some people still believe that... It used to be thought that... – technical vocabulary to add precision e.g. spine, compression, glucose – references to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered... rite reports for different audiences and purposes e.g. – to interest or attract: language e.g. The best thing about Stroud on a Saturday morning is the Farmers' Market...Local farmers and gardeners sell honey,



			<p>nouns and verbs (words and phrases) whisk; select, twist, arrange, the red door by the entrance, the top shelf, a cold dark cupboard etc.</p> <p>Use adverbs and adjectives sparingly and only to add precision: – stir carefully, press hard, at the top step after three go's... etc.</p> <p>– adjectives of degree: boiling-warm, tepid; quarter-half-three quarters; dark-pale-light etc.</p> <p>Use diagrams, arrows, pictures etc. alongside text, where it helps to make instructions clear.</p>		<p>with a topic sentence e.g. The sky tower gives you..., or an invitation e.g. See things differently from the top of the sky tower... Add information to tempt and entice e.g. In the old mill, where they still grind flour... *a conclusion to round off e.g. At the end of your visit why not enjoy..., you can have all this and more for the price of..., Book now. Tickets are available from...</p> <p>*use of informal language: Join us for a great day out... – imperative, direct forms of address: Don't forget to ride on the train... * Repetition: Find us, find the fun..., *Boasting and exaggeration: The highest tower in the south of England..., The UK's first..., breathtaking., stunning..., hair-raising..., fantastic...,</p>	(indirect/reported) etc.	<p>home-made cheeses... etc. – to warn: Some people think that mushrooms are edible and toadstools are poisonous. In fact there is no difference between them, which can get mushroom hunters into a lot of trouble. – to report objectively: e.g. The bicycle, usually called a bike, is a human-powered vehicle with two wheels attached to a frame. Bicycles were introduced in the 19th century in Europe... complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. Dormice are very small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold. – sentences with lists of three: Dormice are fast, agile and extremely well adapted to climbing. – active and passive voices: Baby dormice</p>
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					<p>fabulous..., incredible...,</p> <p>*Short sentences: Don't wait...try it now...,</p> <p>*Patterns of three: Make your own T-shirt in 15 minutes: design it, print it, wear it...,</p>		<p>are born helpless and hairless. They need to be by their mothers for the first 20 days..., – conditional and hypothetical (if...then) sentences e.g.: If they are woken up too soon..., – exclamatory sentences: To this day, dormice are hunted and eaten in Slovenia!</p>
Grammar:		<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Join words and sentences using and/then.</p> <p>Tense</p>	<p><b>Connectives/conjunctions</b></p> <p><b>Subordination</b> – when, if, that, because</p> <p><b>Coordination</b> – or, and, but.</p> <p>Imperative <b>verbs</b> are used to begin sentences.</p> <p><b>Use simple adverbs.</b></p> <p>Commas for lists.</p>	<p>Questions</p> <p>Possessive apostrophes</p> <p>Inverted commas</p> <p>Express time /cause conjunctions</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>Varied sentence openers</p> <p>Questions and exclamations</p> <p>Active and passive voice</p> <p>Direct and reported speech including correct punctuations</p>	<p>Sub headings, colons</p> <p>3<sup>rd</sup> person, bullet points in lists, modal verbs.</p>

Summer 1 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	The Very Hungry Caterpillar	Poems	Story – Character Description	Story- Making a change/save the world	Myths and Legends – defeating the monster	Diary – writing in role	SATs revision – reading focus
Toolkit targets:	Look attentively and talk about new experiences; Use adjectives (describing words) to say what images and objects look like; Look carefully at images, objects, animals, events, etc; Use all the senses to discuss and describe — look, touch, taste, hear and smell; Use powerful verbs to describe the quality of movement, e.g. ‘crept’ instead of ‘tiptoed’.	Rhyming words Powerful verbs Adjectives Repetition	Use simple similes to describe e.g. He stood as tall as a tree;  Use sentence or power of 3 e.g. Santa was red, fat and friendly;  Use adverbs to describe how something does something e.g. she tiptoed quietly;  Use adjectives to describe a noun with a comma (simple noun phrases), e.g. a small, roundball; Introduce bits of alliteration e.g. Sally slept silently;  Show not tell - describe a character's emotions using senses, e.g. the effect on the character's body e.g. a shiver shot up her spine;	Time and place are referenced to guide the reader through the text  Relationships between characters are developed  Show not tell  Use senses and concrete detail  Show things through the character's eyes	*Show not tell - describe a character's emotions using senses, e.g. the effect on the character's body e.g. a shiver shot up her spine; *Give your main character a hobby, interest or special talent, a distinctive feature or a secret.  *Know your character's desire, wish or fear, e.g. Gareth had always wanted a pet/ never liked lizards.  *Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown,	*complex sentences to combine information effectively: we decided, without thinking about what might be inside, to force open the lid...  *Sentences with lists of three: ...then the box, the shelf and the chair all came crashing down...  *Active and passive voices: Jack left the ladder where it was... but the gate had been fastened with a piece of wire...  *Conditional and hypothetical (if...then) sentences e.g.: If we had wanted (Had we wanted...) to take the dog with us, we	

					<p>smearred, smothered;  *Use personification e.g. the bushes seemed like they were holding their breath;  *Use metaphors and similes to create atmosphere, e.g. even the tables froze;</p>	<p>could not have gone on the bus...  *Varied sentence openers...  *Questions and exclamations...</p>	
Grammar:		<p>Noun What a noun is.</p> <p>Regular plural nouns with 'er' Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root.</p> <p>Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Adjectives - Noun phrases</p> <p>Paragraphs</p> <p>Adverbs</p> <p><b>Connectives/conjunctions</b>  <b>Subordination</b> – when, if, that, because  <b>Coordination</b> – or, and, but.</p> <p>Speech marks</p>	<p>Dialogue</p> <p>Nouns and pronouns to avoid repetition</p> <p>Exaggeration</p> <p>Emotive language</p>	<p>Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Active and passive voice</p> <p>Direct and reported speech</p> <p>Fronted adverbials with correct punctuation</p> <p>Prepositional phrases</p>	
<b>Summer 1 – Non-Fiction</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Text Type:	Select from library	Persuasive writing (non fiction) Leaflet	Newspaper Report	Formal letter/ persuasive letter	Discussion – comparison of Athens and Sparta	Non-chronological report	Persuasion – Holiday brochure)

<p>Toolkit targets:</p>	<p>Look attentively and talk about new experiences; Use adjectives (describing words) to say what images and objects look like; Look carefully at images, objects, animals, events, etc; Use all the senses to discuss and describe — look, touch, taste, hear and smell; Use powerful verbs to describe the quality of movement, e.g. ‘crept’ instead of ‘tiptoed’.</p>	<p>Catchy title / name of product</p> <p>An opening sentence inviting readers to do / try something</p> <p>A series of positive points to recommend the product / event</p> <p>A conclusion drawn from the points</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>The structure should comprise:</p> <p>– An catchy title naming the product or event e.g. The Red Class Crispy Biscuit –</p> <p>– Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event e.g. Last Thursday afternoon Mrs James took us to the fire station to see the fire engines.</p> <p>– A series of positive points to recommend the event or product e.g. You will really like our biscuits because: They are really crispy and delicious..., they are perfect for a quick snack..., they don’t leave any crumbs..., they contain nuts which are good for you..., they are very cheap at 5 pence each..., all the money we collect is for helping sick animals...</p> <p>– A conclusion drawn from the points e.g. you are sure to enjoy these great biscuits, so</p>	<p>Organise text into paragraphs introduced with topic sentences</p> <p>Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to:</p> <p>sequence events: firstly, secondly, later, etc...</p> <p>add information: also, additionally, furthermore, not only... etc.</p> <p>change direction: but, however, although etc.</p> <p>conclude and summarise: finally..., in the end..., at last..., etc.</p> <p>*use facts to support opinion</p> <p>*Use Exaggeration, emotive language, flattery</p>	<p>*opening paragraph to interest the reader in the topic e.g. Since the arrival of the Daleks, there has been much discussion about whether... – a series of points in favour in a connected paragraph, – a series of points against in a connected paragraph – a reasoned conclusion which can be justified by the arguments.</p> <p>Use complex sentences to combine information, create emphasis and make the text more interesting for the reader: relative clauses and subordinate clauses</p> <p>Use generalised language to depersonalise and objectify the writing:</p> <p>– generalisers: some, most, everyone, – category nouns e.g. people, animals,</p>	<p>expanding the range of conjunctions and generalisers – use of provisional statements with words and phrases like usually..., seem to be..., tend to..., – opinions as well as facts e.g. Some people still believe that... It used to be thought that... – technical vocabulary to add precision e.g. spine, compression, glucose – references to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered... rite reports for different audiences and purposes e.g. – to interest or attract: language e.g. The best thing about Stroud on a Saturday morning is the Farmers’ Market...Local farmers and gardeners sell honey, home-made cheeses... etc. – to warn: Some people</p>	<p>*try to support views with reasons or evidence</p> <p>Make your reader think that the rest of the world, agrees with you e.g. Everyone agrees that..., We all know that... extreme adjectives and superlatives e.g. ghastly, appalling, fantastic, the coolest, hideous, fabulous..., – Exaggeration e.g. ...the biggest single change to our town for fifty years..., ...vast numbers of people..., the last place on earth..., great opportunity..., – emotive language e.g. No-one would believe that the..., Just imagine the effect that..., ... sprawling across the field..., – language that claims authority disguising opinions to sound like facts e.g. In fact..., It is said that..., there can be no doubt that..., – Rhetorical questions e.g. Should we all be expected to...? Who would believe that...? – alliteration e.g. ...</p>
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			<p>come to our class and buy some today. Focus on a few essential connectives to join ideas and structure the argument:</p>		<p>food, vehicles, vegetables.</p> <p>Use a variety of connecting words and phrases to guide the reader through the argument: – to set out alternatives and set the scene e.g. to decide ...whether or not/ if we should/ where the/ either...or etc..., – to add on and sequence ideas e.g. The first reason..., also., furthermore..., moreover..., – to introduce a different viewpoint e.g. However..., On the other hand..., many people also believe that... – to conclude e.g. In conclusion..., Having considered the arguments..., Looking at this from both sides...</p>	<p>think that mushrooms are edible and toadstools are poisonous. In fact there is no difference between them, which can get mushroom hunters into a lot of trouble. – to report objectively: e.g. The bicycle, usually called a bike, is a human-powered vehicle with two wheels attached to a frame. Bicycles were introduced in the 19th century in Europe... complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. Dormice are very small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold. – sentences with lists of three: Dormice are fast, agile and extremely well adapted to</p>	<p>mean-minded men..., silly and short-sighted..., cheap and cheerful..., funky, friendly</p>
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						<p>climbing. – active and passive voices: Baby dormice are born helpless and hairless. They need to be by their mothers for the first 20 days..., – conditional and hypothetical (if...then) sentences e.g.: If they are woken up too soon..., – exclamatory sentences: To this day, dormice are hunted and eaten in Slovenia!</p>	
Grammar:		<p>Nouns</p> <p>Verbs</p> <p>Connectives/conjunctions</p> <p>Finger spaces</p> <p>Beginning to use exclamation marks</p>	<p>Past tense</p> <p>Paragraphs</p> <p>Use simple adverbs e.g. yesterday, today</p> <p>Modal verbs</p> <p>Adjectives</p> <p>Possessive apostrophes for singular nouns.</p>	<p>Rhetorical questions</p> <p>Powerful adjectives</p> <p>Fact/opinion</p>	<p>Relative clauses</p> <p>Subordinate clauses</p> <p>Correct punctuation for sentences, clauses, questions, exclamations.</p> <p>Tenses</p> <p>Language suitable for a younger audience.</p>	<p>Sub headings, colons, 3<sup>rd</sup> person, use of bullet points in lists</p>	<p>Imperative / modal verbs</p> <p>Use of hyperbole and other persuasive techniques</p> <p>Subheadings, brackets, colons and semi-colons.</p>

Summer 2 – Fiction	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type:	Select from library	Narrative writing (fiction) traditional tales	Rhyming Poem	Poetry (Haiku poems)	Playscripts	Letter – informal letter in role	Playscripts – S&L focus
Toolkit targets:	create simple stories that start and end in the same place; Create simple stories in which a main character goes from setting to setting on a journey; Write about local settings in stories; Select from a bank of photos or images of settings when composing; Choose a Scary setting where something might happen, e.g. bridge, forest, old house;	<p>Uses traditional language e.g. Once upon a time...</p> <p>Given the reader details e.g. who, what, when, where and how</p> <p>Uses ‘suddenly’ to describe a problem</p> <p>Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks</p>	<p>You can invent impossible ideas, e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations.</p> <p>- You can observe details of first-hand experiences using the senses and making adventurous word choices, experimenting with similes.</p> <p>- You can list words and phrases, use a repeating pattern or shape on the page.</p> <p>– use 4 lines per verse;</p>	<p>* Invent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretending;</p> <p>*Use well-chosen nouns, adjectives and verbs to illuminate first-hand experience;</p> <p>*use similes and metaphors, avoiding clichés.</p> <p>*Write free verse; borrow or create a repeating pattern, experimenting with simple forms such as haiku.</p>	*	<p>*Developed introduction and conclusion using all the letter layout features.</p> <p>*Used language appropriate to the audience of the letter – contractions / slang / humour etc.</p> <p>*Paragraphs developed with prioritized information.</p> <p>*Purpose of letter clear and transparent for reader</p>	
Grammar:		<p>Noun What a noun is.</p> <p>Regular plural nouns with ‘er’ Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root.</p>	<p>Write in verse</p> <p>Rhyming words</p> <p>Adjectives – noun phrases</p>	<p>sound effects - personification, alliteration, onomatopoeia word choice - powerful and precise nouns, adjectives and verbs</p>		<p>Brackets Dashes Colons Semi colons</p>	



		<p>Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>					
<b>Summer 2 – Non-Fiction</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Text Type:	Select from library	Diary entry	Explanation Text	Instructions text	Non-Chronological reports	Explanation text – How to survive an earthquake	Writing for leavers assembly
Toolkit targets:	<p>Use puppets and make up funny voices when playing; Constant role-play; Read aloud using different voices for characters; Discuss 'What did the character say?' and model 'How?'; On story maps, draw speech inside speech bubbles; Notice speech marks in shared reading; Play short films and turn down the sound - discuss what they might be saying; Use wordless</p>	<p>Use first person consistently: we, us for shared experiences; I, me for personal experiences</p> <p>Use past tense consistently and correctly</p> <p>Use a range of time connectives and conjunctions to sequence sentences first, after that, when, but, then, so, or, because etc</p> <p>Included important events that have happened</p> <p>Included feelings</p>	<p>The structure should comprise: – A title which sets up expectations for the reader e.g. Why we must look after our bees..., Why wouldn't Little Red Hen share her bread?</p> <p>– an opening that introduces reader to the topic and signals the purpose of the text e.g. Bees are important because they can make honey. They also help trees and plants to grow ...</p> <p>– an ordered list of events or reasons</p>	<p>*an interesting title – to grab reader's attention</p> <p>* extended range of connectives</p> <p>* short clear sentences</p> <p>* imperative language</p> <p>* precise nouns and verbs</p> <p>* sparing use of adverbs adjectives for brevity and precision</p> <p>* varied sentence order and openings</p>	<p>*a topic sentence to capture interest and define subject. -A reason and/or invitation to read on; – more detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.; – a range of interesting facts and ideas about the topic in a sequence which builds up information logically; – a conclusion leaving an amazing,</p>	<p>*expanding the range of connectives and generalisers, particularly those showing cause and effect</p> <p>*use of provisional statements with words and phrases like usually..., seem to be..., tend to..., *opinions as well as facts e.g. Some people still believe that... It used to be thought that... *technical vocabulary to add precision e.g. spine, compression, glucose</p>	

	<p>picture books and discuss what a character might say.</p>		<p>leading up to the outcome signalled in the title e.g. First, she asked all the animals to help plant the seeds but they all said 'No', so she did it herself. Then she asked them to help...</p> <p>– a conclusion which follows from the reasons listed in section 2 and links back to the title e.g. Because no one would help her... she kept the bread for herself; So without bees, we would have no fruit. Now you know why they are so important. Where appropriate, use generalising words: e.g. most, many, some, few</p> <p>Use complete simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc.</p> <p>Use prepositions to show position and direction: behind, above, towards etc.</p>	<p>for emphasis and effect e.g. Carefully, place them on the board before ..., diagrams etc. alongside text to clarify meaning</p> <p>*Include introductions to interest or hook the reader</p> <p>*Use appropriate punctuation: commas for lists, colons and bullets, for points and subpoints, new lines and paragraphs etc. to frame the sequence for readers.</p> <p>*Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. Without spilling it, transfer the powder to...;</p>	<p>unexpected and memorable fact to leave the reader thinking.</p> <p>Use a more sophisticated range of generalisers and connectives: – generalisers e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes..., usually... – to add information: as well as..., furthermore..., additionally..., moreover..., Not only..., – showing cause and effect: because., so..., as a result..., due to..., this means that..., – to compare: like the..., similarly., as with..., equally..., in contrast to., etc. – for emphasis: most of all..., most importantly..., In fact..., without doubt., etc.</p> <p>Use mostly present tense, 3rd person in formal style for an unknown audience.</p>	<p>*references to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered... *sentences with lists of three.</p>	
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			Write in the present tense and usually 3rd person to give text an impersonal and objective voice		Collect and use specialised and technical vocabulary linked to the topic: originated, mammal, rodent; medical, stretcher oxygen; , axle, tread, tow-bar; location, site, situation etc. Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested		
Grammar:		Past tense  First person	<b>Connectives/conjunctions</b> <b>Subordination</b> – when, if, that, because <b>Coordination</b> – or, and, but.  Imperative <b>verbs</b> are used to begin sentences.  <b>Use simple adverbs</b>	Adverbials followed by a comma Imperative verbs Chronological order	Embedded relative clauses Adverbs Subheadings Organised paragraphs	Complex (multi-clausal) sentences Active and passive voice Colons and semi colons	