



## Blyton cum Laughton Church of England Primary School Reading-Inspired Curriculum

### CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: WRITING Subject Responsibility: Mrs Newbury

EYFS (by summer 2)	EMERGENT WRITING	COMPOSITION	SPELLING	HANDWRITING
	<ul style="list-style-type: none"> <li>Show awareness of the different audience for writing.</li> <li>Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</li> <li>Write different text forms for different purposes (e.g., lists, stories, instructions).</li> <li>Begin to discuss features of their own writing e.g., what kind of story have they written</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by drawing on knowledge of known grapheme correspondences.</li> <li>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC</li> <li>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</li> </ul>	<ul style="list-style-type: none"> <li>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</li> <li>Child confident to write a simple short story. May still need a phonics mat to support.</li> </ul>
	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM	WRITING TO INSTRUCT
YEAR 1	<ul style="list-style-type: none"> <li>Identify the <b>beginning</b>, <b>middle</b> and <b>end</b> in stories.</li> <li>Make predictions about <b>story</b> endings.</li> <li>Recall the <b>main events</b>.</li> <li>Listen with sustained concentration.</li> <li>Talk about how the <b>author</b> created interest or excitement in the story; the 'voice' telling the story is called the <b>narrator</b>.</li> <li>Recognise <b>main characters</b> and typical characteristics, for example, good and bad characters in traditional tales;</li> <li>Identify the goal or <b>motive</b> of the main character and talk about how it moves the plot on;</li> <li>Notice how <b>dialogue</b> is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</li> <li>Know that <b>settings</b> can be familiar or unfamiliar and based on real-life or fantasy.</li> <li>Respond by making links with own experience and identify 'story language'.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss own response and what the <b>poem</b> is about;</li> <li>Talk about favourite words or parts of a poem;</li> <li>Notice the poem's <b>pattern</b>;</li> <li>Perform in unison, following the <b>rhythm</b> and keeping time;</li> <li>Imitate and invent actions;</li> <li>Invent impossible ideas, e.g. magical wishes; Observe details of first hand experiences using the senses and describe;</li> <li>List words and phrases or use a <b>repeating pattern</b> or line.</li> </ul>	<ul style="list-style-type: none"> <li>Informally <b>recount</b> incidents in own life to other children or adults and listen to others doing the same.</li> <li>Experiment with writing in a variety of play, exploratory and role-play situations.</li> <li>Write sentences to match pictures or <b>sequences</b> of pictures illustrating an event.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow a single more detailed <b>instruction</b> and a longer series of instructions. Think out and give clear single oral instructions.</li> <li>Routinely <b>read and follow</b> written classroom labels carrying instructions.</li> <li>Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Re-tell familiar stories and recount events - include main events in sequence, focusing on who is in the event, where events take place and what happens in each event.</li> <li>• Use story language, sentence patterns and sequencing words to organise events, (e.g.) <b>then, next</b> etc.</li> </ul>			
<b>PUNCTATION</b>	<p><b>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</b></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• <b>Finger Space</b></li> <li>• <b>Capital letters</b></li> <li>• <b>Full stops</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Question marks</b></li> <li>• <b>Exclamation marks</b></li> <li>• Capital letters for names of people, places, days of the week – <b>Proper nouns</b></li> <li>• Capital letter for <b>personal pronoun</b> ‘I’</li> <li>• Personal pronoun I, me, my</li> </ul>		
<b>HANDWRITING</b>	<p><b>Ensure EYFS learning is consolidated – control, accuracy, consistency, application</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at the table</li> <li>• Hold a pencil comfortably and correctly</li> <li>• Form <b>lower case letters</b> in the correct direction</li> </ul>	<ul style="list-style-type: none"> <li>• Start and finish lower case letters in the right place</li> <li>• Form capital letters</li> <li>• Form the digits 0 – 9</li> <li>• Understand which letters belong to the same handwriting family (formed in the same way)</li> </ul>		
<b>SPELLING</b>	<p><b>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</b></p> <ul style="list-style-type: none"> <li>• The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck.</li> <li>• Division of words in to <b>syllables</b>. E.g. pocket, thunder</li> <li>• <b>Spelling pattern</b> tch – catch, fetch</li> <li>• The v sound at the end of words, e.g. have, give</li> <li>• Adding s and es to words (plural of <b>nouns</b> e.g. dog/dogs, wish/wishes and the third person singular of verbs</li> <li>• Adding the endings ed, er to <b>verbs</b> where no change is needed to the root word. Help/helped/helper</li> </ul>	<ul style="list-style-type: none"> <li>• Adding er and est to <b>adjectives</b> where no change is needed to the root word.</li> <li>• Vowel <b>digraphs</b> and <b>trigraphs</b></li> <li>• The ending y</li> <li>• Ph and wh</li> <li>• Adding the <b>prefix</b> un, e.g. unkind, untie</li> <li>• <b>Compound words</b>, e.g. football, playground</li> <li>• Common exception words – the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.</li> </ul>		
<b>GRAMMAR</b>	<p><b>Ensure EYFS learning is consolidated – control, accuracy, consistency, application.</b></p> <ul style="list-style-type: none"> <li>• Words can combine to make sentences</li> <li>• Joining words and clauses using ‘and’.</li> <li>• Understand prepositions, e.g. up, down, in, into, out, to, onto, inside.</li> <li>• Adjectives, e.g. old, little, big,</li> </ul>	<ul style="list-style-type: none"> <li>• Alliteration, e.g. big, blue bubbles bouncing</li> <li>• Speech bubble</li> <li>• Singular</li> <li>• Plural</li> </ul>		

YEAR 2	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM: RECOUNT	WRITING TO INSTRUCT
	<ul style="list-style-type: none"> <li>Identify the <b>sequence: opening – something happens – events to sort it out – ending</b>;</li> <li>Identify <b>temporal connectives</b> and talk about how they are used to signal the passing of time; (<b>Then, Next, After</b>);</li> <li>Make deductions about why <b>events</b> take place in a particular order;</li> <li>Understand that we know what <b>characters</b> are like from what they do and say as well as their <b>appearance</b>;</li> <li>Make <b>predictions</b> about how characters might behave;</li> <li>Notice that characters can change during the course of the story;</li> <li>Notice the way that characters speak reflects their <b>personality</b>;</li> <li>Know that the <b>verbs</b> used for <b>dialogue</b> tell us how a character is feeling, e.g. <b>sighed, shouted, joked</b>.</li> <li>Know that <b>settings</b> are created using descriptive words and phrases;</li> <li>Know that particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</li> <li>Re-tell familiar stories <b>using narrative structure</b> and dialogue from the text;</li> <li>Tell own <b>real and imagined stories</b>;</li> <li>Explore <b>characters’ feelings</b> and situations using improvisation;</li> <li>Dramatise parts of own or familiar stories and perform to class or group.</li> <li><b>Imitate</b> familiar stories by borrowing and adapting structures;</li> <li>Write complete stories with a sustained, logical <b>sequence of events</b>;</li> <li>Use <b>past tense</b> and <b>3rd person</b> consistently in stories;</li> <li>Include <b>a setting</b>;</li> <li>Create characters, e.g. by adapting ideas about typical story characters;</li> <li>Include some <b>dialogue</b>;</li> <li>Use phrases drawn from story language to add interest, (e.g.) she couldn’t believe her eyes</li> </ul>	<ul style="list-style-type: none"> <li>Talk about own views, the <b>subject matter</b> and possible meanings;</li> <li>Comment on which words have most effect, noticing <b>alliteration</b>;</li> <li>Discuss simple poetry patterns</li> <li>Perform individually or together; speak clearly and <b>audibly</b>.</li> <li>Use actions and sound effects to add to the poem’s meaning</li> <li>Experiment with alliteration to create humorous and surprising combinations;</li> <li>Make adventurous word choices to describe closely observed experiences;</li> <li>Create a pattern or shape on the page; use simple repeating phrases or lines as models</li> </ul> <p style="text-align: center;"><b>WRITING TO PERSUADE</b></p> <ul style="list-style-type: none"> <li>Read and <b>evaluate</b> a wide range of simple persuasive texts and devices, explaining and evaluating responses orally. E.g. adverts, posters both on TV and written.</li> <li>Begin to use words to persuade others e.g. persuading a guest to visit the Bug Hotel.</li> <li>Create simple signs, posters and adverts.</li> </ul>	<ul style="list-style-type: none"> <li>Describe incidents from own experience in an audible voice using <b>sequencing</b> words and phrases such as ‘<b>then</b>’, ‘<b>after that</b>’; listen to other’s recounts and ask relevant questions.</li> <li>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <b>first, next, after, when</b>;</li> <li>Write simple <b>first person recounts</b> linked to topics of interest/study or to personal experience;</li> <li>Use the language of texts read as models for own writing, <b>maintaining consistency in tense and person</b>.</li> </ul> <p><b>WRITING TO INFORM: EXPLANATION</b></p> <ul style="list-style-type: none"> <li>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a <b>flowchart</b> or <b>cyclical diagram</b> to <b>explain the process</b></li> <li>After seeing and hearing an oral <b>explanation</b> of the process, explain the same <b>process</b> orally also using flowchart, language and gestures appropriately;</li> <li>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently;</li> <li>Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</li> </ul> <p><b>WRITING TO INFORM:</b> <b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.</li> <li>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general.</li> <li>Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B’s etc.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow a series of more <b>complex instructions</b>.</li> <li>Give clear <b>oral instructions</b></li> <li>Read and follow simple sets of instructions such as <b>recipes</b>, plans, constructions which include <b>diagrams</b>.</li> <li>Analyse some instructional texts and note their function, form and typical language features:</li> <li>Use a statement of <b>purpose</b>, list of <b>materials</b> or <b>ingredients, sequential steps</b>;</li> <li>Use <b>direct/imperative</b> language, e.g. whisk, beat, mix;</li> <li>Compose a set of instructions with additional diagrams;</li> <li>Write simple instructions independently e.g. getting to school, playing a game.</li> </ul>

			<ul style="list-style-type: none"> <li>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</li> </ul>	
<b>PUNCTATION</b>	<b>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>		<ul style="list-style-type: none"> <li>Commas to separate items in a list</li> <li>Apostrophe to mark where letters are missing in spellings (<b>Omission/Contraction</b>)</li> <li>Apostrophe to mark <b>singular possession</b> in nouns (Possession)e.g. the girl's name</li> <li>Speech bubbles and marks for <b>direct speech</b></li> </ul>	
<b>HANDWRITING</b>	<b>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Form <b>lower case letters</b> of the correct size, relative to one another.</li> <li>Start using some of the <b>diagonal and horizontal strokes</b> needed to join letters.</li> <li>Understand which letters are best left <b>un-joined</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Write <b>capital letters</b> of the correct size.</li> <li>Write digits of the correct size.</li> <li>Using spacing between words that is appropriate</li> </ul>	
<b>SPELLING</b>	<b>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>The sound spelt as ge and dge at the end of words, e.g. badge, huge.</li> <li>The s sound spelt c before e, l and y, e.g. race, ice</li> <li>The n sound spelt kn and less often gn at the beginnings of words, e.g. knock, gnat</li> <li>The r sound spelt wr at the beginning of words, e.g. write, wrap</li> <li>The i sound spelt le at the end of words, e.g. table, apple</li> <li>The i sound spelt el at the end of words, e.g. camel, tunnel.</li> <li>Words ending in a <b>single consonant</b> letter after a <b>single vowel</b> letter e.g. patting, patted</li> <li>The or sound spelt before l and ll, e.g. all, ball, walk</li> <li>The sound spelt o in e.g. other, nothing, Monday</li> <li>The ee sound spelt ey in e.g. key, donkey, valley</li> <li>Adding ed, ing, er and est to a <b>root word</b> ending in y, e.g. copied, copier, happier, happiest</li> <li>Adding the endings ing, ed, er, est and y to words ending in e with a <b>consonant</b> before it, e.g. hiking, hiked, hiker</li> <li>Adding ing, ed, er, est and y to words of one <b>syllable</b></li> <li><b>Contractions</b> - can't, didn't, hasn't, couldn't, it's, I'll</li> <li><b>Possessive apostrophe</b> for <b>singular nouns</b>, e.g. Megan's</li> </ul>		<ul style="list-style-type: none"> <li>Words ending in tion, e.g. station, fiction, motion</li> <li><b>Homophones</b> – there, their, they're, here, hear</li> <li>Common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr., Mrs, parents, Christmas</li> <li>The o sound spelt after w and qu, e.g. want, quantity</li> <li>The ur sound spelt or after, e.g. word, work, worth</li> <li>The or sound spelt ar after w, e.g. warm, towards</li> <li>The sh sound spelt s , e.g. television, treasure</li> <li>The <b>suffixes</b> ment, ness, ful, less, ly, e.g. enjoyment, sadness, careful</li> <li>The i sound spelt al at the end of words, e.g. metal, animal</li> <li>Words ending in il, e.g. pencil, fossil, nostril</li> <li>The i sound spelt y, e.g. cry, fly</li> <li>Adding es to <b>nouns and verbs</b> ending in y, e.g. flies, tries</li> </ul>	
<b>GRAMMAR</b>	<b>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs</li> <li>Adjectives</li> <li>Adverbs</li> <li>Formation of nouns using <b>suffixes</b>, e.g. ness, er</li> <li>Formation of nouns by <b>compounding</b>, e.g. whiteboard, superman, roadblock.</li> <li>Formation of adjectives using suffixes, e.g. ful, less</li> </ul>		<ul style="list-style-type: none"> <li>Formation of adjectives into adverbs using the suffixes er, est and ly</li> <li><b>Subordination</b> (<b>when, if, that, because</b>)</li> <li><b>Co-ordination</b> (or, and, but)</li> <li><b>Expanded noun phrases</b> for description, e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>Understand the function of a <b>statement, question, exclamation, or command</b></li> <li><b>Present and past tense</b> in writing</li> </ul>	

YEAR 3	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM: RECOUNT	WRITING TO INSTRUCT
	<ul style="list-style-type: none"> <li>Consolidate understanding of <b>sequential story structure</b></li> <li>Identify elements in story <b>openings and endings</b> and typical features of particular types of story; notice common <b>themes</b>, similar key incidents and typical phrases or expressions.</li> <li>Recognise that authors make decisions about how the <b>plot</b> will develop and use different techniques to provoke readers' reactions; Notice the difference between <b>1st and 3rd person</b> accounts;</li> <li>Take part in dramatised readings using different voices for the <b>narrator</b> and <b>main characters</b>.</li> <li>Identify examples of a character telling the story in the 1st person;</li> <li>Make deductions about <b>characters' feelings, behaviour and relationships</b> based on descriptions and their actions in the story;</li> <li>Identify examples of <b>stereotypical</b> characters; Make judgements about a character's actions, demonstrating <b>empathy</b> or offering <b>alternative solutions</b> to a <b>problem</b>;</li> <li>Analyse the way that the main character(s) usually talks and look for evidence of the <b>relationship</b> between characters based on <b>dialogue</b>.</li> <li>Look at how settings are used to create <b>atmosphere</b>;</li> <li>Look at examples of scene changes that move the <b>plot</b> on, relieve or build up the <b>tension</b>. Tell stories based on own experience and oral versions of familiar stories;</li> <li>Include dialogue to set the scene and present characters;</li> <li>Sequence events clearly and have a definite ending;</li> <li>Write complete stories with a full sequence of events in narrative order; include a <b>dilemma or conflict and resolution</b>;</li> <li>Write an opening <b>paragraph</b> and further paragraphs for each stage of the story;</li> <li>Use either 1st or 3rd person consistently; Use conventions for written dialogue and include some dialogue that shows the relationship between two characters</li> </ul>	<ul style="list-style-type: none"> <li>Describe the effect a poem has and suggest possible <b>interpretations</b>;</li> <li>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using <b>alliteration, rhythm or rhyme</b> and creates pictures using <b>similes</b>;</li> <li>Explain the <b>pattern</b> of different simple forms</li> <li>Perform individually or chorally; vary volume, experimenting with <b>expression</b> and use <b>pauses for effect</b></li> <li>Use actions, voices, sound effects and musical patterns to add to a performance</li> <li>Invent new similes and experiment with word play;</li> <li>use powerful nouns, adjectives and verbs; experiment with alliteration;</li> <li>write free verse; borrow or create a repeating pattern</li> </ul> <p style="text-align: center;"><b>WRITING TO PERSUADE</b></p> <ul style="list-style-type: none"> <li>Read and evaluate a wide range of persuasive texts and devices, explaining and evaluating responses orally. E.g. leaflets, holiday adverts, tour guides</li> <li>Begin to use words to persuade others e.g. persuading a child to go to bed.</li> <li>Create persuasive guides or advertisements</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a number of report texts and note their function, form and typical language features:</li> <li>Use an <b>introduction</b> indicating an <b>overall classification</b> of what is being described</li> <li>Use of short <b>statement</b> to introduce each new item</li> <li>Use language (specific and sometimes technical) to describe and differentiate</li> <li>Use <b>impersonal language</b></li> <li>Use mostly <b>present tense</b></li> <li>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a <b>spidergram</b> to organise the information.</li> <li>Distinguish between <b>generalisations</b> and <b>specific information</b> and between recounts and reports, using content taken from another area of the curriculum</li> <li>Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of <b>subject verb agreements</b> with generic participants (e.g.) family is..., people are...</li> <li>Write own report independently based on notes from several <b>sources</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Read and follow instructions.</li> <li>Give clear oral instructions to members of a group.</li> <li>Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>Analyse more complicated instructions and identify <b>organisational devices</b> which make them easier to follow, e.g. <b>lists, numbered, bulleted points, diagrams with arrows, keys</b>.</li> <li>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instructions and listening and following theirs. Evaluate effectiveness of instructions.</li> <li>Write clear written instructions using correct <b>register</b> and devices to aid the reader.</li> <li></li> </ul>

PUNCTUATION	<p>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> <li>• <b>Inverted commas</b> to punctuate direct speech.</li> <li>• Use commas after <b>fronted adverbials</b>, e.g. Later that day, I heard the news</li> </ul>	
HANDWRITING	<p>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> <li>• Continue to develop their joined up handwriting.</li> <li>• Increase the <b>legibility</b>, consistency and quality of their handwriting.</li> </ul>	
SPELLING	<p>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> <li>• the l sound spelt y other than at the end of words;</li> <li>• <b>Prefixes</b> re, dis, mis, in, super</li> <li>• <b>Suffix</b> ly and exceptions</li> <li>• Endings spelt sion.</li> <li>• Suffix ous with root words</li> <li>• Words ending with the g sound spelt gue.</li> <li>• Words with the s sound spelt sc</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the ay sound spelt ei, eigh, ey</li> <li>• <b>Possessive apostrophe</b> with <b>plural</b> words.</li> <li>• <b>Homophones</b> and near homophones</li> <li>• Spellings – sentence, separate, special, surprise, various, weight, woman, women, fruit, grammar, group, guard, guide, heard, heart, height, island, learn, library, natural, often, ordinary, particular, peculiar, popular, promise, purpose, question, recent, regular.</li> <li>• Common exception words – actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, consider, continue, describe, disappear, early, earth, eight, eighth, enough, extreme, famous, February, forward/s</li> </ul>
GRAMMAR	<p>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of <b>prefixes</b> – super, anti, auto.</li> <li>• Use of the forms a and an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b>, e.g. a rock, an open box</li> <li>• <b>Word families</b> based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble.</li> <li>• Express time, place and cause using <b>conjunctions</b>, e.g. <b>when, before, after, while, so, because. Adverbs, e.g. then, next, soon, therefore. Prepositions, e.g. before, after, during, in, because, of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to <b>paragraphing</b> as a way to group related material and ideas.</li> <li>• <b>Headings</b> and <b>subheadings</b> to aid presentation</li> <li>• Use of the <b>present perfect form of verbs</b>, e.g. he has gone out to play</li> <li>• <b>Possessive apostrophe</b> for <b>plural</b> words</li> <li>• Extend sentences with more than 1 <b>clause</b></li> <li>• <b>Comparative</b></li> <li>• <b>Superlative</b></li> </ul>



	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM: RECOUNT	WRITING TO PERSUADE
YEAR 4	<ul style="list-style-type: none"> <li>Develop understanding of story structure: recognise the stages of a story: <b>introduction – build-up - climax or conflict – resolution</b>; Develop awareness that the author sets up <b>dilemmas</b> in the story and devises a <b>solution</b>.</li> <li>Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved?</li> <li>Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike;</li> <li>Discuss whether the <b>narrator</b> has a distinctive ‘voice’ in the story.</li> <li>Identify the use of <b>figurative</b> and <b>expressive language</b> to build a fuller picture of a character;</li> <li>Look at the way that key characters respond to a dilemma and make <b>deductions</b> about their <b>motives</b> and feelings – discuss whether their behaviour was <b>predictable</b> or <b>unexpected</b>;</li> <li>Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</li> <li>Look for evidence of small details that are used to evoke time, place and <b>mood</b>.</li> <li>Look for evidence of the way that characters behave in different settings.</li> <li>Plan and tell own <b>versions of stories</b>; tell effectively, e.g. using <b>gestures, repetition</b>, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</li> <li>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution;</li> <li>Use paragraphs to organise and sequence the narrative and for more extended narrative structures;</li> <li>Use different ways to introduce or connect paragraphs, ( e.g.) <b>Sometime later...</b>, <b>Suddenly...</b>, <b>Inside the</b> castle...;</li> <li>Use details to build character descriptions and evoke a response;</li> <li>Develop settings using adjectives and figurative language to evoke time, place and mood</li> </ul>	<ul style="list-style-type: none"> <li>Describe a poem’s <b>impact</b> and explain own <b>interpretation</b> by referring to the poem; Comment on the use of <b>similes</b> and <b>expressive language</b> to create images, sound effects and atmosphere;</li> <li>Discuss the poem’s <b>form</b> and suggest the effect on the reader</li> <li>Vary volume, pace and use appropriate expression when performing poetry</li> <li>Use actions, sound effects, musical patterns and images to enhance a poem’s meaning</li> <li>Use language playfully to <b>exaggerate</b> or pretend;</li> <li>Use <b>similes</b> to build images and identify <b>clichés</b> in own writing;</li> <li>Write free verse; use a repeating pattern; experiment with simple forms</li> </ul>	<ul style="list-style-type: none"> <li>Watch or listen to <b>third person recounts</b> such as news or sports reports on television, radio or podcast.</li> <li>Identify the sequence of main events.</li> <li>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of <b>pronouns</b>.</li> <li>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of <b>connectives</b>, such as <b>meanwhile, following, afterwards</b> and including detail expressed in ways which will <b>engage the reader</b></li> <li>Include recounts when creating paper or screen based information texts.</li> </ul> <p><b>WRITING TO INFORM: EXPLANATION</b></p> <ul style="list-style-type: none"> <li>Read and analyse <b>explanatory texts</b> to identify key features.</li> <li>Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</li> <li>Orally summarise processes carried out in the classroom and on screen in <b>flowcharts</b> or <b>cyclical diagrams</b> as appropriate.</li> <li>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: <ul style="list-style-type: none"> <li><b>purpose:</b> to explain a <b>process</b> or to answer a question</li> <li><b>structure:</b> introduction, followed by <b>sequential</b> explanation, organised into paragraphs</li> <li>language features: usually <b>present tense</b>; use of <b>connectives of time (Temporal)</b> and <b>cause and effect (Causal)</b>; use of <b>passive voice</b></li> <li>presentation: use of <b>diagrams</b> and other <b>illustrations, paragraphing</b>,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues).</li> <li>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</li> <li>Analyse how a particular <b>view</b> can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how <b>statistics, graphs, images, visual aids</b>, etc. can be used to support or <b>reinforce arguments</b></li> <li>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</li> <li>Evaluate advertisements for <b>their impact, appeal</b> and <b>honesty</b>, focusing in particular on how information about the product is presented: <b>exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</b>. Both orally and in writing, assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules , using more formal language appropriately.</li> <li>Use writing frames if necessary to back up points of view with <b>illustrations</b> and <b>examples</b>.</li> <li>To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary.</li> <li>Begin to explore how ICT might support this. (E.g. showing pictures.)</li> <li>Design an <b>advertisement</b>, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples</li> <li>Explore the use of <b>connectives, e.g. adverbs, adverbial phrases, conjunctions</b>, to structure a persuasive argument, e.g.</li> </ul>

			<b>connectives, subheadings, numbering</b> <ul style="list-style-type: none"> <li>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing</li> </ul>	<b>‘if..., then’; ‘on the other hand...’; ‘finally’; ‘so’</b>
<b>PUNCTUATION</b>	<b>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Develop the use of <b>inverted commas</b> and other punctuation to indicate direct speech, e.g. a comma after the <b>reporting clause</b>.</li> <li><b>Apostrophe</b> to mark <b>plural possession</b>, e.g. girl’s name, the girls’ names.</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul>			
<b>HANDWRITING</b>	<b>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Continue to develop their joined up handwriting.</li> <li>Increase the <b>legibility, consistency</b> and quality of their handwriting.</li> </ul>			
<b>SPELLING</b>	<b>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>Adding <b>suffixes</b> beginning with vowel letters to words of more than 1 syllable.</li> <li>Adding the <b>prefix</b> in meaning not or into.</li> <li>Adding the prefix im- before a root word starting with m or p.</li> <li>Add the prefix il- before a root word starting with l.</li> <li>Adding the prefix ir before a root word starting with r.</li> <li>Add the prefix inter meaning between or among</li> <li>Add the prefix anti meaning against</li> <li>Add the prefix auto meaning self or own</li> <li>Add the prefix sub meaning under.</li> </ul>		<ul style="list-style-type: none"> <li>Nouns ending in the suffix ation</li> <li>Add the suffix ous</li> <li>Words with endings sure, ture</li> <li>Words with sion, tion, cian</li> <li>Homophones and near homophones.</li> </ul> <p>Common exception words – accident, accidentally, caught, centre, century, certain, circle, complete, decide, different, difficult, exercise, experience, experiment, favourite, history, imagine, increase, important, interest, knowledge, length, material, medicine, mention, minute, naughty, notice, occasion, occasionally, opposite, perhaps, position, possess, possession, possible, potatoes, promise, purpose, question, recent, regular, sentence, separate, special, strength, suppose, therefore, though, although, thought, through.</p>	
<b>GRAMMAR</b>	<b>Ensure Year 3 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural and possessive</b></li> <li>We were/we was</li> <li>I did/I done</li> <li><b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns and prepositions</b>, e.g. the teacher expanded to the strict Maths teacher with curly hair.</li> </ul>		<ul style="list-style-type: none"> <li><b>Fronted adverbials</b> – Later that day, I heard the bad news.</li> <li>Use of <b>paragraphs</b> to organise ideas around a theme.</li> <li>Appropriate choice of noun/<b>pronoun</b> to aid cohesion and avoid repetition.</li> <li>To understand <b>determiners</b>, e.g. a, an, my, your etc</li> <li><b>Articles</b> – an, the a (Anthea)</li> </ul>	



	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM: NON-CHRONOLOGICAL REPORT	WRITING TO PERSUADE
YEAR 5	<ul style="list-style-type: none"> <li>Recognise that story structure can vary in different types of story and that plots can have high and low points;</li> <li>Notice that the structure in <b>extended narratives</b> can be repeated with several episodes building up to conflict and resolution before the end of the story.</li> <li>Analyse more complex narrative structures and narratives that do not have a simple <b>linear chronology</b>, (e.g.) <b>parallel narratives, time slip, flashbacks</b>.</li> <li>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations;</li> <li>Recognise that characters may have different <b>perspectives</b> on events in the story;</li> <li>Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</li> <li>Realise that different types of story can have typical settings</li> <li>Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.</li> <li>Plan and tell stories to explore <b>narrative viewpoint</b>, (e.g.) retell a familiar story from the point of view of another character;</li> <li>Demonstrate awareness of <b>audience</b> by using techniques such as <b>recap, repetition of a catchphrase, humour</b>;</li> <li>Use spoken language imaginatively to entertain and engage the listener.</li> <li>Develop particular aspects of story writing: - experiment with different ways to open the story; - add <b>scenes</b>, characters or dialogue to a familiar story; - develop <b>characterisation</b> by showing the reader what characters say and do and how they feel and react at different points in the story.</li> <li>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure;</li> </ul>	<p>Discuss poet's possible <b>viewpoint</b>; Explain and justify own <b>response</b> and <b>interpretation</b>; Explain the use of unusual or surprising language choices and effects, such as <b>onomatopoeia</b> and <b>metaphor</b>; comment on how this influences meaning; Explore <b>imagery</b> including <b>metaphor</b> and <b>personification</b>; Compare different forms and describe impact Vary pitch, pace, volume, expression and use pauses to create impact; Use actions, sound effects, musical patterns, images and dramatic interpretation Invent nonsense words and situations and experiment with unexpected word combinations;</p>	<ul style="list-style-type: none"> <li>Collect information to write a report in which two or more subjects are <b>compared</b>, (e.g.) spiders and beetles; solids, liquids and gases, observing that a <b>grid</b> rather than a spidergram is appropriate for representing the information.</li> <li>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</li> <li><b>Numbered lists or headings</b>.</li> <li>Plan, compose, edit and refine short <b>non-chronological comparative report</b> focusing on clarity, conciseness and <b>impersonal style</b>.</li> </ul> <p><b>WRITING TO INFORM: EXPLANATION</b></p> <ul style="list-style-type: none"> <li>Read and analyse a range of explanatory texts, investigating and noting features of <b>impersonal style</b>: <ul style="list-style-type: none"> <li><b>complex sentences</b>;</li> <li>use of <b>passive voice</b>;</li> <li>technical vocabulary;</li> <li>use of words/phrases to make <b>sequential, causal or logical connections</b>.</li> </ul> </li> <li>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</li> </ul> <p><b>WRITING TO DISCUSS</b></p> <ul style="list-style-type: none"> <li>In exploring persuasive texts and those presenting a particular argument, distinguish and discuss any texts which seem to be trying to present a more <b>balanced</b> or <b>reasoned view</b>.</li> <li>Experiment with the presentation of various views through discussion, debate and drama.</li> <li>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</li> </ul>	<ul style="list-style-type: none"> <li>Read and evaluate letters, e.g. from newspapers or magazines, intended to <b>inform, protest, complain, persuade</b>, considering (i) how they are set out, and (ii) how language is used, e.g. to gain <b>attention, respect, manipulate</b></li> <li>Read other examples (e.g. newspaper comment, <b>headlines, adverts, fliers</b>) to compare writing which informs and persuades, considering for example the deliberate use of <b>ambiguity, half-truth, bias</b>; how <b>opinion</b> can be disguised to seem like <b>fact</b></li> <li>Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</li> <li>From reading, to collect and investigate use of persuasive devices such as: <ul style="list-style-type: none"> <li>words and phrases, e.g. 'surely', 'it wouldn't be very difficult...';</li> <li><b>persuasive definitions</b>, e.g. 'no one but a complete idiot...', 'every right-thinking person would...'; 'the real truth is...';</li> <li><b>rhetorical questions</b>, e.g. 'are we expected to...?', 'where will future audiences come from...?';</li> <li><b>pandering, condescension, concession</b>, e.g. 'Naturally, it takes time for local residents...';</li> <li>deliberate <b>ambiguities</b>, e.g. 'probably the best...in the world' 'known to cure all...', 'the professional's choice'</li> </ul> </li> <li>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an <b>emotive issue, protest</b>;</li> <li>To edit and present to finished state</li> <li>Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and <b>justifying</b> a personal</li> <li>view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points</li> <li>Understand how persuasive writing can be adapted for different <b>audiences and</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Portray events happening simultaneously (<b>Meanwhile...</b>);</li> <li>• Extend ways to link paragraphs in cohesive narrative using <b>adverbs and adverbial phrases</b>;</li> <li>• Adapt writing for a particular audience;</li> <li>• Aim for consistency in character and style</li> </ul>		<ul style="list-style-type: none"> <li>- <b>summarise</b> different sides of an argument - clarify the strengths and weaknesses of different positions</li> <li>- signal <b>personal opinion</b> clearly</li> <li>- draw <b>reasoned conclusions</b> based on available evidence</li> </ul>	<b>purposes</b> , e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.
<b>PUNCTUATION</b>	<b>Ensure Year 4 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• <b>Parenthesis – brackets, dashes or commas</b></li> <li>• Use of <b>commas</b> to clarify meaning</li> <li>• <b>Ellipsis</b></li> </ul>			
<b>HANDWRITING</b>	<b>Ensure Year 4 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• Write with increasing legibility, fluency and speed.</li> <li>• Choose which shape of letter to use</li> <li>• Choose the <b>writing implement</b> that is best suited to the task</li> </ul>			
<b>SPELLING</b>	<b>Ensure Year 4 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• Words ending in able and ible, e.g. adorable, forcible, legible</li> <li>• Adding suffixes beginning with vowel letters to words ending in fer, e.g. referring, preferring, referee.</li> <li>• Use of the <b>hyphen</b>, e.g. co-ordinate, re-enter</li> <li>• Words with the ei after c spelling, e.g. deceive, conceive, receive</li> <li>• Words with silent letters, e.g. doubt, island, lamb</li> <li>• Homophones and other words that are often confused, e.g. aloud, out loud, allowed.</li> </ul>		<ul style="list-style-type: none"> <li>• Common exception words – accommodate, accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, awkward, bargain, cemetery, communicate, community, determined, develop, disastrous, environment, equipment, equipped, exaggerate, forty, frequently, hindrance, identity, immediate, immediately, language, lightning, mischievous, occupy, occur, physical, privilege, programme, queue, recognize, recommend, restaurant, rhyme, rhythm, secretary, shoulder, signature, suggest, symbol, system, temperature, variety, vegetable</li> </ul>	
<b>GRAMMAR</b>	<b>Ensure Year 4 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes, e.g. ate, ise, ify</li> <li>• Verb prefixes, e.g. dis, de, mis, over, re</li> <li>• Devices to build cohesion within a text/paragraph, e.g. then, after that</li> <li>• Linking ideas across paragraphs <b>using adverbials of time</b>, e.g. later. Place, e.g. nearby. Number, e.g. secondly</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> beginning with – who, which, where, when, whose, that.</li> <li>• Indicating degrees of possibility by using adverbs, e.g. perhaps, surely</li> <li>• <b>Modal verbs</b>, e.g. might, should, will, must</li> <li>• Extend the range of sentences with more than one <b>clause</b></li> <li>• <b>Subordinate clauses</b>.</li> </ul>	

	WRITING TO ENTERTAIN (Narrative)	WRITING TO ENTERTAIN (Poetry)	WRITING TO INFORM: REPORTS	WRITING TO PERSUADE
YEAR 6	<ul style="list-style-type: none"> <li>Identify story structures typical to particular <b>fiction genres</b>;</li> <li>Recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) <b>stories within stories, flashbacks, revelations</b>;</li> <li>Analyse the paragraph structure in different types of story and note how links are made; Make judgements in response to story endings, (e.g.) whether it was believable, whether <b>dilemmas</b> were resolved satisfactorily.</li> <li>Look at elements of an author's style to identify common elements and then make comparisons between books;</li> <li>Consider how <b>style</b> is influenced by the time when they were written and the intended audience;</li> <li>Recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader's response.</li> <li>Identify <b>stock characters</b> in particular <b>genres</b> and look for evidence of characters that challenge <b>stereotypes</b> and surprise the reader, e.g. in parody;</li> <li>Recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour.</li> <li>Understand that different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events;</li> <li>Recognise that authors use language carefully to influence the reader's view of a place or situation.</li> <li>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</li> <li>Plan the plot, characters and structure of own narrative writing;</li> <li>Use paragraphs to vary pace and emphasis;</li> <li>Vary sentence length to achieve a particular effect;</li> <li>Use a variety of techniques to introduce characters and develop <b>characterisation</b>;</li> </ul>	<ul style="list-style-type: none"> <li>Interpret poems, explaining how the poet creates shades of meaning;</li> <li><b>Justify</b> own views and explain <b>underlying themes</b></li> <li>Explain the impact of <b>figurative and expressive language, including metaphor</b>;</li> <li>Comment on poems' structures and how these influence meaning</li> <li>Vary pitch, pace volume, rhythm and <b>expression</b> in relation to the poem's meaning and form</li> <li>Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT</li> <li>Use language imaginatively to create surreal, surprising, amusing and inventive poetry;</li> </ul> <p>Use simple <b>metaphors</b> and <b>personification</b> to create poems based on real or imagined experience;</p> <p style="text-align: center;"><b>WRITING TO DISCUSS</b></p> <ul style="list-style-type: none"> <li>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: <ul style="list-style-type: none"> <li>summarise different sides of an argument - clarify the strengths and weaknesses of different positions</li> <li>signal personal opinion clearly</li> <li>draw reasoned conclusions based on available evidence</li> <li>recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</li> </ul> </li> <li>First explore orally and then write a balanced report of a controversial issue: <ul style="list-style-type: none"> <li>summarising fairly the competing views</li> <li>analysing strengths and weaknesses of different positions</li> <li>drawing reasoned conclusions where appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of the <b>form, language conventions</b> and <b>grammatical features</b> of nonchronological reports.</li> <li>Write reports as part of a presentation on a non-fiction subject.</li> <li>Choose the appropriate <b>style</b> and form of writing to suit a specific <b>purpose</b> and <b>audience</b>, drawing on knowledge of different non-fiction text types.</li> </ul> <p style="text-align: center;"><b>WRITING TO INFORM: BIOGRAPHY/AUTOBIOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Distinguish between <b>biography</b> and <b>autobiography</b>, recognising the effect on the reader of the choice between first and third person, distinguishing between <b>fact, opinion and fiction</b>, distinguishing between implicit and explicit points of view and how these can differ.</li> <li>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different <b>perspectives</b>, e.g. police description, school report, newspaper obituary.</li> <li>When planning writing, select the appropriate <b>style and form</b> to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> <li>Use the language conventions and grammatical features of the different types of text as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> <li>the expression, sequence and linking of points</li> <li>providing persuasive examples, illustration and <b>evidence</b></li> <li>pre-empting or answering potential <b>objections</b></li> <li>appealing to the known views and feelings of the audience</li> </ul> </li> <li>Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> <li>using persuasive language techniques to deliberately <b>influence</b> the listener.</li> <li>developing a point logically and effectively</li> <li>supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)</li> <li>anticipating possible objections</li> <li>harnessing the known views, interests and feelings of the <b>audience</b></li> <li>tailoring the writing to formal presentation where appropriate</li> </ul> </li> <li>Use reading to: <ul style="list-style-type: none"> <li>investigate <b>conditionals, e.g. using if...then, might, could, would</b>, and their persuasive uses, e.g. in deduction, speculation, supposition</li> <li>build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas....</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use dialogue at key points to move the story on or reveal new information.</li> <li>• Create a setting by: <ul style="list-style-type: none"> <li>- using expressive or <b>figurative language</b>;</li> <li>- describing how it makes the character feel;</li> <li>- adding detail of sights and sounds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- using formal language and presentation as appropriate</li> <li>• Use reading to: <ul style="list-style-type: none"> <li>- investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition</li> <li>- build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</li> </ul> </li> <li>• - Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</li> </ul>		
<b>PUNCTUATION</b>	<b>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• <b>Semi-colon</b></li> <li>• <b>Dash</b></li> <li>• <b>Colon to introduce a list</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Hyphens</b></li> </ul>			
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Write with increasing legibility, fluency and speed.</li> </ul>			
<b>SPELLING</b>	<b>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application</b> <ul style="list-style-type: none"> <li>• Endings of cious, tious, e.g. vicious, gracious, spacious</li> <li>• Endings of cial after a vowel letter, e.g. official</li> <li>• Endings of tial after a consonant letter, e.g. partial</li> <li>• Words ending in ant, ance, ancy, ent, ence, ency, e.g. observant, hesitancy, innocent, independence.</li> <li>• Words containing the letter string ough, e.g. ought, rough, borough, plough.</li> </ul>		<ul style="list-style-type: none"> <li>• Common exception words – amateur, apparent, bruise, category, committee, competition, conscience, conscious, controversy, convenience, correspond, criticize, curiosity, definite, desperate, dictionary, embarrass, especially, excellent, existence, explanation, familiar, foreign, government, guarantee, harass, individual, interfere, interrupt, leisure, lightning, marvelous, muscle, necessary, neighbor, nuisance, parliament, persuade, prejudice, profession, pronunciation, relevant, sacrifice, sincerely, soldier, stomach, sufficient, thorough, twelfth, vehicle, yacht.</li> </ul>	
<b>GRAMMAR</b>	<b>Ensure Year 5 learning is consolidated – control, accuracy, consistency, application.</b> <ul style="list-style-type: none"> <li>• <b>Passive voice</b> – The window in the greenhouse was broken</li> <li>• <b>Active voice</b> – I broke the greenhouse window</li> <li>• <b>Subjunctive forms</b> – If I were, were they....</li> <li>• <b>Adverbials</b>, e.g. on the other hand, in contrast, as a consequence</li> <li>• <b>Ellipsis</b></li> <li>• <b>Synonyms</b></li> <li>• <b>Antonyms</b></li> </ul>		<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Main clause</li> <li>• Subordinate clause</li> <li>• Subjects and Objects</li> <li>• Past progressive</li> <li>• Subjunctive forms of verbs</li> </ul>	