



PROGRESSION IN WRITING 2021 – updated August 2022

Note: parts in bold are a statutory requirement of the National Curriculum

YEAR	UNIT	PROGRESSION IN LEARNING				
		STRUCTURE Story Plot / NF Text Type	Sentence construction	Word structure/language features	Punctuation	Terminology
F1 Nursery	Brown Bear, Brown Bear	Repeated language patterns; question and answer.	<ul style="list-style-type: none"> Questions Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Repetition <i>e.g</i> adjective noun – red bird, red bird 'What' questions Question and answer structure for repetition 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word
	Mr.Wiggle and Mr.Waggle	Journey and meeting story	<ul style="list-style-type: none"> Conjunctions - <i>and, so,</i> Structure of 3 for action – <i>e.g</i> he opened the door, popped outside and closed the door. Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Story language – <i>Once upon a time, Early one morning, Then, The next day,</i> Repetition – '<i>up the hill, and down the hill</i>' Prepositions – <i>up, down, inside, outside,</i> Determiners – <i>this, that, the,</i> Question and answer structure for repetition 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word
	The Little Red Hen	Cumulative story	<ul style="list-style-type: none"> Conjunctions – <i>and, so, but,</i> 'who' to add detail . Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Story language – <i>Once upon a time</i> Repetition Determiners - <i>a, the</i> Introduction of using 'who' to extend the sentence and add detail. Question and answer structure for repetition 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word
	Stuck in the Mud	Cumulative story	<ul style="list-style-type: none"> Conjunctions – <i>and, so, but,</i> 'who' to add detail . Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Story language – <i>Once upon a time, early one morning, After that,</i> Repetition- <i>e.g</i> they pulled and they pulled and they pulled Determiners - <i>a, the</i> Prepositions – <i>into, in, out, down,</i> Question and answer structure for repetition 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word
	Squeaky Story	Cumulative story	<ul style="list-style-type: none"> Conjunctions – <i>so, but, and</i> 'who' to add detail . Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Story language – <i>Once upon a time, Last thing at night</i> Repetition Determiners – <i>a, the, their,</i> Prepositions – <i>out,</i> 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word
	The Three Bill Goats Gruff	Journey/beat the Baddy story	<ul style="list-style-type: none"> Conjunctions - <i>but, and, so,</i> 'who' to add detail Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Story language – <i>Once upon a time, Early one morning, First, Next, Finally, In the end,</i> 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Finger spaces Letter Word

				<ul style="list-style-type: none"> • Repetition • Determiners – <i>a, the, some, my,</i> • Prepositions – <i>into,</i> • Question and answer structure for repetition 		
F2 Rec	The Gingerbread man	Journey story	<ul style="list-style-type: none"> • Simple sentences • Compound sentences using <i>and/but</i> • Conjunctions – <i>who, and, but, so, until</i> • Form letters correctly • Sit letters on the line • Say a sentence, write and read it back to check it makes sense • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Story language – <i>Once upon a time, So, Unfortunately,</i> • Choosing effective verbs – <i>shouted, chased, climbed, moaned</i> • Choosing effective adjectives – <i>lean, mean</i> • Repetition for rhythm • Determiners – <i>a, the,</i> • Prepositions – <i>out, down,</i> 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence
	Baby Mouse	Journey story	<ul style="list-style-type: none"> • Conjunctions – <i>who, and, first, but, so, until, By now,</i> • Variety of sentence types – simple (<i>e.g First she met a cat.</i>) Compound – (<i>She walked down the wibbly lane until she met a dog</i>) Complex - (<i>Once upon a time there was a baby mouse who lived in a nice, warm hole</i>) • Say a sentence, write and read it back to check it makes sense • Form letters correctly • Sit letters on the line • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Story language – <i>Once upon a time,</i> • Time adverbials - <i>Early one morning,</i> • Repeated phrases – <i>she walked and she walked</i> • Effective verb choices – <i>scuttled, curled</i> • Alliteration – <i>Teeny Tiny, Wobbly Wobbly</i> • Determiners – <i>her, his, my</i> • Prepositions – <i>down, in,</i> • Repetition for rhythm 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence
	Sleepy Bumble Bee	Journey story	<ul style="list-style-type: none"> • Conjunctions – <i>and, because, but, so,</i> • Variety of sentence types – simple and complex • Say a sentence, write and read it back to check it makes sense • Form letters correctly • Sit letters on the line • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Story language – <i>One sunny day, Unfortunately, After that,</i> • Choosing effective verbs – <i>buzzed, chased</i> • Repeated language • Determiners – <i>all,</i> • Prepositions – <i>on, to,</i> 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence
	Jack and the Beanstalk	Beat the Baddy story	<ul style="list-style-type: none"> • Using conjunctions – <i>as, and, who, so, until,</i> • Sentence of 3 for action • Composing sentences orally before writing them • Sequencing sentences • Articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • Story language – <i>Once upon a time, One day,</i> • Time adverbials - <i>Early next morning, A few weeks later,</i> • Repetition of verbs • Increasing the range of verbs when writing 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names • Capital letters for names 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence

			<ul style="list-style-type: none"> • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Determiners – <i>their, your, that, an,</i> • Prepositions – <i>out, in, down,</i> 		
	Farmer Duck	Beat the Baddy story	<ul style="list-style-type: none"> • Joining words – <i>who, and, but, because, so</i> • Speech - using different voices and speech bubbles • Composing sentences orally before writing them • Say a sentence, write and read it back to check it makes sense • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Story language – <i>Once upon a time,, First, Next, Then, Suddenly,</i> • Time adverbials - <i>Early next morning, The following morning,</i> • Determiners – <i>their,</i> • Prepositions – <i>in, under, into, down, up, over,</i> • Choosing effective verbs • Choosing effective adjectives 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence
	The Kiss that missed	Lost and Found story	<ul style="list-style-type: none"> • 'but' as a coordinating conjunction • Composing sentences orally before writing them • Say a sentence, write and read it back to check it makes sense • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions 	<ul style="list-style-type: none"> • Story language – e.g <i>Once upon a time, unfortunately</i> • Time adverbials - e.g <i>One Tuesday,</i> • Time conjunctions to structure the story • Repetition • Prepositions – <i>up, into,</i> • Using adjectives to add detail to interest the reader • 'ed' and 'ing' verbs 	<ul style="list-style-type: none"> • Finger spaces between words • Use a capital letter at the start of each sentences and for names • End sentence punctuation – full stops and exclamation marks. 	<ul style="list-style-type: none"> • Finger spaces • Capital letters • Full stops • Letter • Word • Sentence
1	The Enormous Turnip (narrative)	Cumulative story	<ul style="list-style-type: none"> • Using <i>and</i> & <i>but</i> to form simple compound sentences • Sequencing sentences to form narrative (oral and written) 	<ul style="list-style-type: none"> • Story language (<i>Once upon a time; Early one morning</i>) • Conjunctions <i>and, so, but</i> • Time adverbials (<i>first, next, then, after that, finally</i>) • 1 and 2 adjectives to describe a noun 	<ul style="list-style-type: none"> • Separating words with finger spaces • Capital letters and full stops to demarcate 	<ul style="list-style-type: none"> • finger spaces • letter • word • sentence • full stop • capital letter • adjective
	How to Catch a Star (narrative)	Wishing story	<ul style="list-style-type: none"> • Using <i>and</i> & <i>but</i> to form simple compound sentences • Using <i>because</i> to give a reason to a statement • Sequencing sentences to form narrative (oral and written) 	<ul style="list-style-type: none"> • Story language (<i>Once upon a time; Every night; Unfortunately</i>) • Conjunctions <i>and, so, but, because</i> • Time adverbials (<i>first, then, after that, finally, just then</i>) • Too-to emphasise • 1 and 2 adjectives to describe a noun • Adding suffix <i>ed</i> to a verb with no change to root word spelling (e.g. <i>wished, watched, waited</i>) 	<ul style="list-style-type: none"> • Separating words with finger spaces • Capital letters and full stops to demarcate a sentence • Capital letter for days of the week 	<ul style="list-style-type: none"> • finger spaces • letter • word • sentence • full stop • capital letter • adjective • verb
	How to Catch a Star (instructions)	Instructions <ul style="list-style-type: none"> • Title • Hook question • What you need • What you do • Final sentence 	<ul style="list-style-type: none"> • Short sentences to make steps clear • Command and questions sentences 	<ul style="list-style-type: none"> • Imperative verbs • Time adverbials to sequence the steps (<i>first, next, then, after that, finally</i>) • Question to hook the reader • 1 adjective (only if needed) • Alliteration for rhythm • Prepositions (<i>over, around, under, behind</i>) • Regular plural noun suffixes –s (e.g <i>drop, drops</i>) 	<ul style="list-style-type: none"> • Separating words with finger spaces • Capital letters, full stops and question marks to demarcate a sentence • Numbers in a list 	<ul style="list-style-type: none"> • finger spaces • letter • word • sentence • full stop • capital letter • question mark

In the spider's pocket I found (poetry)	List poem	<ul style="list-style-type: none"> a XXXX of ... e.g. a drop of; a cup of etc 	adjectives – size, texture, feeling, colour, -ing adjectives to describe a noun.	<ul style="list-style-type: none"> Separating words with finger spaces Capital letters and full stops to demarcate a sentence 	<ul style="list-style-type: none"> finger spaces letter word
Handa's Surprise (narrative)	Journey story	<ul style="list-style-type: none"> Using and& but to form more detailed compound sentences Using <i>because</i> to give a reason to a statement Sentence types – statements, question, exclamation <i>but</i> as a co-ordinating conjunction to form a compound sentence 	<ul style="list-style-type: none"> Story language (Once upon a time; Early one morning) Time adverbials (first, next, then, after that, finally) ly sentences openers – Suddenly 1 and 2 adjectives (size, colour, quality) to describe a objects and animals Singular and plural nouns - Regular plural noun suffixes –s (e.g drop, drops) 	<ul style="list-style-type: none"> Separating words with finger spaces Capital letters, full stops, question marks and exclamation marks to demarcate Capital letter for names 	<ul style="list-style-type: none"> finger spaces full stop capital letter question mark exclamation mark adjective singular plural
Handa's Surprise (information)	Information (nc report) <ul style="list-style-type: none"> Title Intro and hook What do they look like? Where do they live? What do they eat? Did you know? Final sentence 	<ul style="list-style-type: none"> Using and& but to form more detailed compound sentences Sentence types: <ul style="list-style-type: none"> statements to give information questions to draw the reader in exclamations to give surprising/amazing information 	<ul style="list-style-type: none"> Conjunctions <i>and, so, but, because</i> Adjectives (size, colour, shape, quality) and similes (<i>as ... as ...</i>) to give clear details to the reader <i>very</i> to emphasise Present tense Question to hook the reader and for sub-headings Third person 	<ul style="list-style-type: none"> Separating words with finger spaces Capital letters, full stops, question marks and exclamation marks to demarcate a sentence Capital letter for names of places/countries 	<ul style="list-style-type: none"> finger spaces letter word sentence full stop capital letter question mark exclamation mark adjective singular plural simile
The Storm Whale (narrative)	Finding story	<ul style="list-style-type: none"> Using simple sentences for clarity and impact Sentence types – statements, exclamations Conjunctions to form complex and compound sentences– <i>who, and, so, until, but, because</i> 	<ul style="list-style-type: none"> Story language (<i>Far, far away; One night; The next day; Later</i>) ly openers to help sequence the story – <i>Unfortunately, Luckily, Finally</i>) Powerful verbs for impact (e.g. <i>heaved, raged, tossed</i>) 1 and 2 adjectives (size, colour, quality) to describe a objects and animals ing adjectives to describe weather Singular and plural nouns Repeated comparative to show a change Adding suffix <i>ed</i> to a verb with no change to root word spelling (e.g. <i>pushed, heaved, tossed, turned</i>) 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate different sentence types Capital letter for names 	<ul style="list-style-type: none"> full stop capital letter question mark exclamation mark adjective singular plural verb

	The Storm Whale/ (nc report)	Information (nc report) <ul style="list-style-type: none">TitleIntro and hookWhat do they look like?Where do they live?What do they eat?Did you know?Final sentence	<ul style="list-style-type: none">Using simple sentences for clarity and impactUsing <i>and</i>, <i>so</i>, & <i>but</i> to form more detailed compound sentencesUsing <i>because</i> to give a reason to a statementSentence types:<ul style="list-style-type: none">statements to give informationquestions to draw the reader inexclamations to give surprising/amazing information	<ul style="list-style-type: none">Conjunctions <i>and</i>, <i>so</i>, <i>but</i>, <i>because</i>Adjectives (size, colour, shape, quality) and similes (<i>as ... as ...</i>; <i>like</i>) to give clear details to the reader<i>very</i> to emphasisePresent tenseQuestion to hook the reader and for sub-headings<ul style="list-style-type: none">Use of comparative and superlative to emphasise	<ul style="list-style-type: none">Capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesCapital letter for names of places	<ul style="list-style-type: none"><i>full stop</i><i>capital letter</i><i>question mark</i><i>exclamation mark</i><i>adjective</i><i>singular</i><i>plural</i><i>verb</i>
	No-Bot the Robot (narrative)	Lost and Found story	<ul style="list-style-type: none">Using <i>and</i>, <i>so</i>, <i>until</i> & <i>but</i> to form more detailed compound sentencesSentence types – statements, questions, exclamations	<ul style="list-style-type: none">Story language (<i>Once upon a time</i>; <i>One day</i>; <i>Suddenly</i>)Time adverbials to sequence the steps (<i>first</i>, <i>next</i>, <i>then</i>, <i>after that</i>, <i>finally</i>.<i>very</i> to emphasiseCapital letter for the personal pronoun I	<ul style="list-style-type: none">Capital letters, full stops, question marks and exclamation marks to demarcateCapital letter for namesCapital letter for the personal pronoun I	<ul style="list-style-type: none"><i>full stop</i><i>capital letter</i><i>question mark</i><i>exclamation mark</i><i>singular/plural</i>
2	Meerkat Mail (narrative)	Journey/Meeting story	<ul style="list-style-type: none">Consolidate year 1Complex sentences using subordination – drop in a relative clause using <i>who/which</i> (e.g. <i>who lived in the Kalahari Desert</i>; <i>who were living on a termite mound</i>; <i>which was wet</i>, <i>very wet</i>)Sentence of 3 for action (<i>He grabbed his suitcase, left a note and set off</i>) and description (<i>Sunny was afraid, lonely and sad</i>)Introduce past progressive tense to show continuing action (<i>Sunny was itching and scratching</i>)	<ul style="list-style-type: none">Coordinating conjunctions – <i>but</i>, <i>so</i>Embellishing sentences using ambitious adjectives to form expanded noun phrases (e.g. <i>vast desert</i>, <i>rich, runny eggs</i>, <i>dripping leaves</i>, <i>muddy puddles</i>)Choosing effective verbsAlliteration (e.g. <i>sunny skies</i>; <i>fantastic food</i> etc.)	<ul style="list-style-type: none">Consolidate year 1Capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesApostrophes to mark where letters are missing (<i>didn't</i>, <i>wasn't</i>)Apostrophes to mark singular possession (<i>Bob's family</i>; <i>Edward's farm</i>)	<ul style="list-style-type: none">Consolidate year 1<i>noun</i><i>noun phrase</i><i>adjective</i><i>verb</i><i>tense</i><i>apostrophe for contractions and for singular possession</i><i>coordinating and subordinating conjunctions</i>
	Supertato (narrative)	Defeat the monster story	<ul style="list-style-type: none">Consolidate year 1Develop complex sentences using an increasing range of subordinating and co-ordinating conjunctions – <i>when</i>, <i>until</i>, <i>so that</i>Embellish simple sentences using adjectives and adverbsSentence of 3 for clear description (e.g. <i>He wore a black mask over his eyes, orange metal-mesh gloves and a black belt with a shiny gold 'S' on it</i>.Past progressive tense to show continuing action (<i>It was looking for trouble</i>)	<ul style="list-style-type: none">Sequencing the story with a variety of sentence openers (e.g. <i>Late one evening</i>; <i>All of a sudden</i>; <i>Unfortunately</i>)Subordinating and coordinating conjunctions – <i>when</i>, <i>until</i>, <i>so that</i>, <i>because</i>Increase range of <i>-ly</i> adverbs using the suffix <i>-ly</i> to turn adjectives into adverbs to describe actionChoosing effective verbs	<ul style="list-style-type: none">Consolidate year 1Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesCapital letter for personal pronoun IApostrophes to mark where letters are missing (<i>I'm</i>)Commas to separate items in a listSpeech marks for direct speech	<ul style="list-style-type: none"><i>statement</i><i>question</i><i>exclamation</i><i>noun</i><i>noun phrase</i><i>Expanded noun phrase</i><i>adjective</i><i>verb</i><i>adverb</i><i>past tense</i><i>apostrophe</i><i>comma</i>

						<ul style="list-style-type: none">apostrophe for contractions and for singular possession
Supertato (nc report)	Information (nc report) <ul style="list-style-type: none">TitleIntro and hookWhat does he look like?Where does he live?What superpowers does he have?Amazing factFinal comment to address the reader	<ul style="list-style-type: none">Using <i>who, because, that & with</i> to create a complex sentence and add information (e.g. ... <i>a black belt that has a shiny gold buckle with a giant 'S' on it ...</i>)Sentence of 3 for clear descriptive detailConsistent use of present tenseStarting a sentence with a list of 3 adjectives	<ul style="list-style-type: none">Coordinating and subordinating conjunctions to make the writing flow for the reader – <i>as, who, so that, because, when, that</i>Experiment with the position of the conjunction in a sentence e.g. <i>because as a starter</i>) Adding detail for the reader<ul style="list-style-type: none">2/3 adjectives to describe a nounprepositionssimilesadverbs to emphasise – <i>extremely, easily</i>Generalisers – <i>most</i>Third personAlliteration to create interest, flow and rhythm Forming nouns by compounding e.g. <i>superpower, superhero</i>	<ul style="list-style-type: none">Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesCommas to separate first 2 items in a list in a list of 3 followed by <i>and</i> (e.g. <i>pink, black and brown</i>)	<ul style="list-style-type: none">statementquestionexclamationnounexpanded noun phraseadjectiveverbadverbpresent tensecommaapostrophe for contractions and for singular possessioncoordinating and subordinating conjunctions	
A few frightening things (poetry)	List poem	<ul style="list-style-type: none">adjectives – size, texture, feeling, colour, -ing adjectives to describe a noun	<ul style="list-style-type: none">well chosen adjectives to describe a noun	<ul style="list-style-type: none">Use of capital letters and full stops in a poem.	<ul style="list-style-type: none">nounadjective	
The Owl who was Afraid of the Dark (narrative)	Overcoming fear story	<ul style="list-style-type: none">Using a range of simple, compound and complex sentences, choosing an appropriate conjunction confidentlyConfidently form sentences using the past progressive tense to show continued action	<ul style="list-style-type: none">Time adverbials to structure the storyCo-ordinating conjunctions – <i>and, so, but</i>Subordinating conjunctions - <i>who</i>Adjectives to describe character and settingVerbs to describe character action – simple past, past progressiveIncrease the range of adverbs known e.g. <i>flip, flop, flap</i>Expanding a noun phrase with prepositions – <i>at the top of a tall tree</i>Alliteration to create interest, flow and rhythmFormation of adjectives using suffix <i>-ful</i>	<ul style="list-style-type: none">Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesUse of an exclamation mark to show something dramatic	<ul style="list-style-type: none">statementexclamationnounexpanded noun phraseprepositionadjectiveverbadverbpast tensesuffixcommaapostrophe for contractions and for singular possessioncoordinating and subordinating conjunctions	
The storm owl (report – information report)	Information text -What the topic is – definition Use a 'hook' e.g. a question to get the reader to read more -What it looks like -Where it lives	<ul style="list-style-type: none">Using a variety of coordinating and subordinating conjunctions to make the writing flow for the reader – <i>that, who, so but, because, which</i>Adding detail for the reader – 2/3 adjectives to describe a noun; use of simile; use of comparative/superlative	<ul style="list-style-type: none">Generalisers - <i>sometimes, mainly, most</i>Third personPresent tenseUse of the suffixes – <i>er –est</i> in adjectives	<ul style="list-style-type: none">Use of punctuation for effectAccurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence typesUse of question marks for rhetorical questions	<ul style="list-style-type: none">statementexclamationnounexpanded noun phraseprepositionadjectiveverb	

		<ul style="list-style-type: none">-What it eats-What it is best known for-A final important or amazing fact/point and final comment				<ul style="list-style-type: none">• adverb• past tense• suffix• comma• apostrophe for contractions and for singular possession• coordinating and subordinating conjunctions
George and the Dragon (narrative)	Overcoming the monster story	<ul style="list-style-type: none">• Co-ordinating and Subordinating conjunctions• range of <i>-ly</i> adverbs using the suffix <i>-ly</i> to turn adjectives into adverbs to describe action• Extending sentences using 'where' and 'with'• Repetition for emphasis e.g. <i>a secret, a big secret</i>• Use of the suffix <i>-er -est</i> in adjectives to use comparison to describe (e.g. <i>higher than, stronger than</i>)• Forming adjectives with the suffix <i>-ful</i>	<ul style="list-style-type: none">• Using a range of simple, compound and complex sentences, choosing an appropriate conjunction confidently• Varying sentence structure by using different sentence openers• Sentences of 3:<ul style="list-style-type: none">• for action• for description• Embellishing sentences using short sentences that increase in impact e.g. <i>He was big. He was huge. He was colossal!</i>	<ul style="list-style-type: none">• Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence types• Commas in a list• Apostrophes for contractions• Use of direct speech using speech marks	<ul style="list-style-type: none">• statement• question• exclamation• noun• expanded noun phrase• preposition• adjective• verb• adverb• past tense• suffix• coordinating and subordinating conjunctions	
George and the Dragon (instructions)	Instructions <ul style="list-style-type: none">• Title• Hook questions• What you need• What you do• Final sentence	<ul style="list-style-type: none">• Short sentences to make steps clear• Command and question sentences	<ul style="list-style-type: none">• Time adverbials to order the steps – <i>first, next, after that, finally, now</i>• Questions to hook the reader• Using precise adjectives, only when needed• Using determiners to add clarity – <i>a, some</i>• Using prepositions to add clarity• Present tense• Imperative verbs	<ul style="list-style-type: none">• Bullet points to create a list• Apostrophes for singular possession• Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence types	<ul style="list-style-type: none">• statement• question• command• noun• expanded noun phrase• preposition• adjective• imperative verb• past tense• suffix• apostrophe	
Bob's Best Ever Friend (narrative)	Meeting story	<ul style="list-style-type: none">• Using a range of simple, compound and complex sentences, choosing an appropriate conjunction confidently• Varying sentence structure by using different sentence openers• Sentences of 3:<ul style="list-style-type: none">• for action• for description• Embellishing sentences using repeated comparative adverbs – <i>faster and faster and faster</i>	<ul style="list-style-type: none">• Co-ordinating (or, and, but) and Subordinating conjunctions (when, if, that, because)• Adding interest for the reader by embellishing sentences using:<ul style="list-style-type: none">• one and two adjectives to describe a noun• intensifiers to emphasise (<i>very, too</i>)• expanded noun phrases• alliteration• adverbs• Time adverbials to guide the reader in different parts of the story	<ul style="list-style-type: none">• Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence types• Capital letters for a person's title – <i>Man on the Moon</i>• Commas in a list• Apostrophes for contractions and for singular possession	<ul style="list-style-type: none">• statement• exclamation• noun• expanded noun phrase• preposition• adjective• verb• adverb• past tense• suffix• comma• apostrophe for contractions and for singular possession	

				<ul style="list-style-type: none"> Forming adjectives with the suffix <i>-er</i> Forming compound nouns and adjectives e.g. <i>moon-bees; two-necked; six-legged</i> 		<ul style="list-style-type: none"> coordinating and subordinating conjunctions
3	The Day the Crayons Quit (narrative)	Conflict and resolution plot	<ul style="list-style-type: none"> Consolidate year 2 Vary long and short sentences – short for emphasis or making a point; long to add description or information Develop complex sentences using subordination with a range of subordinating conjunctions, including <i>when, if because although,</i> Develop compound sentences using FANBOYS coordinating conjunctions (for, and, nor, but, or, yet, so) Express time, place and cause using conjunctions, adverbs and prepositions. Paragraphs to organise ideas. 	<ul style="list-style-type: none"> Linking your verb with a repeated expanded noun phrase Adjectives of colour Use comparatives Choose positive or negative adjectives to describe Use of a rhetorical question to draw the reader in Use of determiners <i>a/an/according to whether</i> next word begins with a vowel/consonant Inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Consolidate year 2 Commas after fronted adverbials Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence types. Use of ellipses to keep the reader hanging on 	<ul style="list-style-type: none"> Consolidate year 2 conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition consonant/vowel Direct speech Inverted commas
	Why dragons are afraid of mice (explanation)	Explanation (why) <ul style="list-style-type: none"> Introduction Key point 1 Key point 2 Key point 3 Conclusion 	<ul style="list-style-type: none"> Using a range of simple, compound and complex sentences, choosing an appropriate conjunction confidently Varying use of present and present progressive tense Varying sentence length – long for description, short for emphasis Embellishing simple sentences with a simile Increasing variety of sentence openers that give reasons e.g. <i>Another reason why; There is one final reason why</i> Express time, place and cause using conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> vocabulary shows how or why (e.g. <i>because, so, this means that</i>) i.e. causal conjunctions Present tense Co-ordinating conjunctions – <i>and, but, so, until</i> Subordinating conjunctions – <i>when, if, that, because, whilst</i> Using generalisers (e.g. <i>most, many</i>) Variety of adjectives to give a clear description Choosing effective verbs Questions to hook and interest the reader Use of determiners <i>a/an/according to whether</i> next word begins with a vowel/consonant 	<ul style="list-style-type: none"> Consolidate year 2 Commas after fronted adverbials Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate different sentence types. Apostrophe for contraction 	<ul style="list-style-type: none"> Consolidate year 2 conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition consonant/vowel direct speech inverted commas
	The Great Kapok tree (character transformation tale)	Character transformation	<ul style="list-style-type: none"> Time adverbials to guide the reader through the story Use of speech to reveal the character and move the story forward Use the right speech verb Express time, place and cause using conjunctions, adverbs and prepositions Adverb starters to add detail Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) Prepositional phrases to place the action Drop in a relative clause using: <i>who/whom/which/whose</i> 	<ul style="list-style-type: none"> effective adjectives (one or two) to describe a noun Sentence of three to add detail strong, effective verbs and adverbs similes Use of determiners <i>a/an/according to whether</i> next word begins with a vowel/consonant 	<ul style="list-style-type: none"> Secure use of inverted commas for direct speech Commas for relative clauses Commas for sentence of 3. Commas after fronted adverbials 	<ul style="list-style-type: none"> conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition consonant/vowel direct speech inverted commas

	Wish (a spell) (poetry)	Instructional poem; make the ordinary magical to entice the reader.	<ul style="list-style-type: none"> imperative verbs for instruction structure 	<ul style="list-style-type: none"> alliteration Instruction structure adjectives – size, texture, feeling, colour, -ing adjectives to describe a noun 	<ul style="list-style-type: none"> Use of capital letters and full stops in a poem. Ellipsis 	<ul style="list-style-type: none"> verb noun adjective expanded noun phrase
	Grandpa's Teeth (narrative)	Losing tale	<ul style="list-style-type: none"> Dropped in relative clauses Modal verb questions sentence of 3 for action 'ing' phrases to add detail Develop complex sentences using subordination with a range of subordinating conjunctions Develop compound sentences using FANBOYS coordinating conjunctions (for, and, nor, but, or, yet, so) Express time, place and cause using conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> Sentence openers that advance the action Show how they feel by what they say Use a relative clause to show how they feel by how their body reacts Add extra detail about the character using a dropped in clause, an -ing phrase and brackets Use of determiners a/an/according to whether next word begins with a vowel/consonant 	<ul style="list-style-type: none"> Secure use of inverted commas for direct speech Introduce brackets for extra detail Commas after fronted adverbials Commas for relative clauses 	<ul style="list-style-type: none"> conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition consonant/vowel direct speech inverted commas relative clause
	Dazzling Demon Dentures (persuasive advert)	Persuasion advert -Title -Introduction -Key point 1 -Key point 2 -Key point 3 -Conclusion	<ul style="list-style-type: none"> present tense Conjunctions to give reasons for a point of view <i>e.g because, so, this means that</i> Develop complex sentences by dropping in a relative clause using: <i>who, whose</i> Sentences of 3 for description Pattern of 3 for persuasion <i>e.g visit, swim, enjoy!</i> 	<ul style="list-style-type: none"> Begin with a hook e.g a rhetorical question to interest the reader Include some technical detail Link your ideas with sentence signposts e.g <i>Have you ever... A key reason..</i> Use persuasive language tricks to attract the reader: <ul style="list-style-type: none"> Imperatives Alliteration Boastful language <i>e.g magnificent</i> Emotive words A sense of urgency <i>e.g while stocks last</i> Informal language 	<ul style="list-style-type: none"> Colon before a list Bullet points Possessive apostrophe Commas for relative clauses Commas for sentence of 3 	<ul style="list-style-type: none"> conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition relative clause
	Dazzling Demon Dentures (persuasive letter)	Persuasive letter <ul style="list-style-type: none"> Dear:... Introduction Key point 1 Key point 2 Key point 3 Conclusion From 	<ul style="list-style-type: none"> Develop complex sentences by dropping in a relative clause using: <i>who, whose</i> Develop complex sentences using subordination – use a range of subordinating conjunctions e.g since Develop compound sentences using FANBOYS coordinating conjunctions (for, and, nor, but, or, yet, so) 	<ul style="list-style-type: none"> formal language Sentence signposts that signal a different viewpoint <i>e.g however</i> Time conjunctions Hook to engage the reader Link ideas with sentence signposts <i>e.g firstly</i> Use persuasive language tricks. 	<ul style="list-style-type: none"> Inverted commas Commas for fronted adverbials Commas for relative clauses Brackets for extra detail 	<ul style="list-style-type: none"> conjunction coordinating conjunction subordinating conjunction clause subordinate clause adverb fronted adverbial determiner preposition consonant/vowel direct speech inverted commas relative clause
	Lucy Through the Wardrobe	Opening and build up for portal story focusing on setting	<ul style="list-style-type: none"> Sentence of 3 for action/description Varying the length of sentences for effect – long 	<ul style="list-style-type: none"> 1,2 and 3 adjectives to describe a noun Personification 	<ul style="list-style-type: none"> Ellipses to keep the reader hanging on 	<ul style="list-style-type: none"> conjunction coordinating conjunction

	(narrative)		<p>to add description and detail, short for emphasis</p> <ul style="list-style-type: none"> • Adverbial phrases using 'when' 'where' 'how' starter (fronted adverbials) • Prepositional phrases • 'ing' clauses as starters and endings • Develop complex sentences by dropping in a relative clause using: <i>who, whose</i> • Develop complex sentences using subordination – use a range of subordinating conjunctions e.g since • Express time, place and cause using conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> • Alliteration • Rhetorical question • Use of determiners a/an/according to whether next word begins with a vowel/consonant 	<ul style="list-style-type: none"> • Commas for fronted adverbials • Commas for sentence of 3 	<ul style="list-style-type: none"> • subordinating conjunction • clause • subordinate clause • adverb • fronted adverbial • determiner • preposition • consonant/vowel • direct speech • inverted commas • relative clause • personification
	The Land of Never believe (nc report)	<p>NON-CHRON report (Information text)</p> <ul style="list-style-type: none"> • Definition of topic, hook the reader • Key point 1 • Key point 2 • Key point 3 • Key point 4 • Final comment to the reader 	<ul style="list-style-type: none"> • Add detail and description for the reader by: -Using effective adjectives to describe a noun -Using prepositions -Double 'ed /ed' sentences -Description – colon – description -Sentence of 3 for description • Vary sentence length – long for detail and description, short for emphasis • Vary sentence openings • Develop complex sentences by dropping in a relative clause using: <i>who, whose</i> • Develop complex sentences using subordination – use a range of subordinating conjunctions e.g since, as 	<ul style="list-style-type: none"> • Generalisers e.g <i>most, many</i> • Sentence signposts to link and add information e.g <i>additionally</i> • Add in alternative points using opposition conjunctions e.g <i>however</i> • Alliteration to create flow and rhythm • Similes • Hook your reader with a good introduction • Use sub-headings or topic sentences • Use descriptive language to paint a picture • Use technical language and explain where needed. 	<ul style="list-style-type: none"> • Commas for fronted adverbials • Commas for relative clauses • Colon to separate to main clauses • Commas for sentence of 3 	<ul style="list-style-type: none"> • conjunction • coordinating conjunction • subordinating conjunction • clause • subordinate clause • adverb • fronted adverbial • determiner • preposition • consonant/vowel • relative clause • personification
	Elf Road (narrative)	<p>Portal story – with a focus on setting</p>	<ul style="list-style-type: none"> • Adverb starters to add detail • Adverbial phrases used as a 'where' 'when' or 'how' starter (fronted adverbials) • Prepositional phrases to place the action • Express time, place and cause using conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> • Choosing adjectives to suit the noun • Similes • Prepositional phrases • Effective, expanded noun phrases • Sentence of 3 or 4 to pile up the description • Choosing determiners carefully 	<ul style="list-style-type: none"> • Commas for fronted adverbials • Commas for relative clauses 	<ul style="list-style-type: none"> • conjunction • coordinating conjunction • subordinating conjunction • clause • subordinate clause • adverb • fronted adverbial • determiner • preposition • consonant/vowel • relative clause
	The Wild Girl (narrative)	<p>Overcome the monster plot (adventure genre) with a focus on character</p>	<ul style="list-style-type: none"> • Consolidate year 3 • Develop complex sentences using subordination – use a range of subordinating conjunctions • Use subordinate clauses to add detail • Prepositional fronted adverbials – 'where' • Time fronted adverbials 	<ul style="list-style-type: none"> • Expanded noun phrases to bring the characters and setting to life • Short sentences to add tension • Long sentences to enhance description 	<ul style="list-style-type: none"> • Consolidate year 3 • Commas to mark clauses • Commas to mark fronted adverbials 	<ul style="list-style-type: none"> • Consolidate year 3 • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun

4			<ul style="list-style-type: none"> • 'How'fronted adverbials • Vary sentence openers for effect using – expanded 'ing' clauses and 'ed' clauses • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 			<ul style="list-style-type: none"> • Possessive pronoun • Adverbial • Fronted adverbial
	The Wild Girl (magazine recount)	Recount <ul style="list-style-type: none"> • Introduce the article with a news hook, title, 5WS • Before we... • Sequential description of the key events • Personalised evaluation of events • Conclusion 	<ul style="list-style-type: none"> • Consolidate year 3 • Vary sentence frames <i>e.g outside/inside, some/others, ed/ed, list sentences, emotion – consequence.</i> • Use <i>de;de</i> (description;detail) sentence to give the reader more detail • Subordinate clause to open a sentence • Prepositional fronted adverbials – '<i>where</i>' • Time fronted adverbials • 'How'fronted adverbials • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions. 	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition and to aid cohesion. • Vary sentence lengths • Use of 3 <i>ed</i> adjectives to integrate emotion into describing action 	<ul style="list-style-type: none"> • Consolidate year 3 • Commas to mark clauses • Commas to mark fronted adverbials • Apostrophes to mark singular and plural possession • Brackets to add extra detail 	<ul style="list-style-type: none"> • Consolidate year 3 • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
	What do the fairies ride (poetry)	Learning to link ideas together to create a strong image.	<ul style="list-style-type: none"> • use of rhythm • expanded noun phrases 	<ul style="list-style-type: none"> • use of superlatives • similes • alliteration • capitals for proper nouns 	<ul style="list-style-type: none"> • Use of capital letters, commas and full stops to mark lines and stanzas. 	<ul style="list-style-type: none"> • singular/plural • noun • adjective • verb
	Adventure at Sandy Cove (narrative)	Finding tale	<ul style="list-style-type: none"> • Adverb starters to add detail <i>e.g how 'ly'</i> • Fronted adverbial phrases used as a '<i>where</i>', '<i>when</i>' or '<i>how</i>' starter • Sentence of 3 for action • Dialogue to move the action forward • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> • Use of rhetorical questions to draw the reader in • Powerful verbs and effective adjectives to create atmosphere/action • Dramatic time openers to create tension • Alliteration/similes to create tension • Use a conjunction to signal to the reader the action is drawing to an end <i>e.g It was only when, , Finally, At last</i> • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition and to aid cohesion. 	<ul style="list-style-type: none"> • Secure use of inverted commas for direct speech – full punctuation for direct speech – new speaker new line, comma and other punctuation between direct speech and reporting clause. • Commas after fronted adverbials • Apostrophes to mark singular and plural possession 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession • Inverted commas
	The Tunnel (Narrative)	Opening and build up focused on setting and atmosphere.	<ul style="list-style-type: none"> • Varying the length of sentences for effect – long to add description and detail, short for emphasis • Sentence of 3 for action and description • Adverbial phrases using '<i>when</i>', '<i>where</i>', and '<i>how</i>' starter (fronted adverbials) • Effective verbs that bring the setting to life • <i>Ing</i> clauses as sentence starters and endings • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions. 	Creating a strong image for the reader using: <ul style="list-style-type: none"> • Carefully chosen adjectives to describe a noun • Alliteration to make it sound good • Personification to bring objects to life • Use of simile <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition and to aid cohesion</p>	<ul style="list-style-type: none"> • Commas after fronted adverbials • Commas to mark clauses • Apostrophe for possession • Commas for sentence of 3 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession

	Rose's diary/blog (first person recount)	Recount	<ul style="list-style-type: none"> • Use of a variety of fronted adverbials to give writing flow and cohesion • Use of effective adjectives and a sentence of 3 for detail • Parenthesis to drop in additional information for the reader/address the reader (varied punctuation to aid clarity) • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions. 	<ul style="list-style-type: none"> • Rhetorical questions to show the writer's inner conversation/address the reader • Use of the superlative to emphasise • Use of colloquial language • Link ideas using varied conjunctions and adverbials and check that it flows. • Use pronouns to avoid repetition 	<ul style="list-style-type: none"> • Commas after fronted adverbials • Commas to mark clauses • Apostrophe for possession • Commas for sentence of 3 • Brackets to add extra detail 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
	The Night Fairy (narrative)	Finding tale - with a focus on setting and character	<ul style="list-style-type: none"> • 'ing' clauses as sentence starters and dropped in clauses • Adverbial phrases using 'when' 'where' and 'how' starters (fronted adverbials) • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> • Create a strong image of setting and character by: • 1,2 ,3 adjectives to describe a noun • Similes and metaphors • Personification to create atmosphere • Alliterative phrases • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition and to aid cohesion 	<ul style="list-style-type: none"> • Commas to mark clauses • Commas to mark fronted adverbials • Apostrophes to mark singular and plural possession • Commas to separate main and dropped in clause to clarify meaning • Hyphens to create compound adjectives e.g nut-brown 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
	Letter to the River Troll (persuasive letter)	Persuasive letter <ul style="list-style-type: none"> • Address the audience introduction • Key point 1 • Key point 2 • Key point 3 Conclusion – seal the deal 	<ul style="list-style-type: none"> • 'ing' clauses as sentence starters and dropped in clauses • Adverbial phrases using 'when' 'where' and 'how' starters (fronted adverbials) • Develop complex sentences: use main and subordinate clauses with a range of subordinating conjunctions. • Link your ideas with sentence signposts 	<ul style="list-style-type: none"> • Informal language • Imperatives and powerful verbs • Strong adjectives and adverbs • Conjunctions to give reasons for a viewpoint • Emotive vocabulary • Rhetorical questions • Alliteration and repetition for impact • Use of counter arguments 	<ul style="list-style-type: none"> • Commas to mark clauses • Commas to mark fronted adverbials • Apostrophes to mark singular and plural possession • Commas to separate main and dropped in clause to clarify meaning • Brackets and commas for parenthesis 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
	Should Trolls be Slaughtered? (discussion)	Discussion <ul style="list-style-type: none"> • Opening hook • Key arguments for • Key arguments against • Conclusion 	<ul style="list-style-type: none"> • 'ing' clauses as sentence starters and dropped in clauses • Develop complex sentences using a wide range of subordinating conjunctions • Link your ideas with sentence signposts • Make a key point and then explain it further using words such as <i>because</i> • Vary sentence length – short ones to make key points • Adverbial phrases using 'when' 'where' and 'how' starters (fronted adverbials) 	<ul style="list-style-type: none"> • Use a range of conjunctions within and across paragraphs to add on and order ideas, to introduce other viewpoints and to conclude • Generalising vocabulary • Relate what you are saying to the reader e.g <i>you might be one of those people who...</i> • Determiners e.g <i>many</i> 	<ul style="list-style-type: none"> • Commas to mark clauses • Commas to mark fronted adverbials • Apostrophes to mark singular and plural possession • Commas to separate main and dropped in clause to clarify meaning 	<ul style="list-style-type: none"> • Coordination conjunction • Subordinating conjunction • Subordinate clause • Relative clause • Determiner • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
	Spiderwick Chronicles (narrative)	Opening and build up Suspense focus	<ul style="list-style-type: none"> • Consolidate year 4 • Develop complex sentences: (subordination) • Main and subordinate clauses – with full range of conjunctions 	<ul style="list-style-type: none"> • Variety of openers- dramatic adverbial openers; prepositional openers • Use of empty words to suggest/hint • Dialogue to convey character 	<ul style="list-style-type: none"> • Consolidate year 4 • Rhetorical questions • Commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Consolidate year 4 • Modal verb • Relative pronoun • Relative clause

5			<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs or modal verbs • Varied sentence types – <i>the more... the more, 'ing-ed-ed'</i> • Short simple sentences to slow or still the action; longer complex sentences to add detail. 	<ul style="list-style-type: none"> • Onomatopoeia to create a sudden sound • Rhetorical questions to make the reader wonder • Ellipses to leave a thought hanging 	<ul style="list-style-type: none"> • Inverted commas – dialogue to convey character 	<ul style="list-style-type: none"> • Parenthesis • Bracket • Dash • Cohesion • Ambiguity • <i>Inverted commas</i>
	Nightmare Man (narrative)	Overcoming fear plot	<ul style="list-style-type: none"> • Consolidate year 4 • Develop complex sentences: (subordination) • Main and subordinate clauses – with full range of conjunctions • Indicating degrees of possibility using adverbs or modal verbs e.g surely • Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • Use a variety of conjunctions for dramatic effect within and across sentences and paragraphs • Use opposites for effect <i>e.g outside/inside, one moment... the next...</i> • Extending a sentence with action • Use of expanded 'ing' clauses – subordination using -ing • Elaboration of starters using adverbial phrases • Similes to create a strong image • Rhetorical question • Short sentences to create tension • Ellipses to make the reader keep thinking 	<ul style="list-style-type: none"> • Consolidate year 4 • Use semi-colons to mark boundaries between independent clauses • Use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Consolidate year 4 • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity
	The River (poetry unit)	Surreal poem – playing with prepositions, abstract nouns, alliteration and similes to write a surreal poem.	<ul style="list-style-type: none"> • Preposition – Place – Abstract noun (place and abstract noun alliterate) 	<ul style="list-style-type: none"> • The river of XXXX – action (verb) • Simile 	<ul style="list-style-type: none"> • Use of capital letters, commas, full stops for lines and stanzas 	
	Do Elves Exist? (discussion)	<p>Discussion text</p> <ul style="list-style-type: none"> • Opening hook • Key arguments for • Key arguments against • Conclusion 	<ul style="list-style-type: none"> • Vary sentence lengths – short ones to make key points • Develop complex sentences using a wide range of subordinating conjunctions • Use a wide range of conjunctions within and across paragraphs • Indicating degrees of possibility using adverbs or modal verbs e.g surely • Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • Link your arguments together using sentence signposts that: <i>help to add on more point, signal the alternative arguments, signal the introduction of a point</i> • Use generalising language • Make a point then explain it further • Relate what you are saying to the reader <i>e.g you might be one of those people who think</i> • Rhetorical questions to draw the reader in 	<ul style="list-style-type: none"> • Brackets, dashes and commas for parenthesis • Use semi-colons to mark boundaries between independent clauses • Use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Consolidate year 4 • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity
	Beowulf (narrative - action)	Defeat the monster – myth genre- with a focus on action	<ul style="list-style-type: none"> • Expanded 'ed' clauses as starters • Main and subordinate clauses – with full range of conjunctions • Sentence reshaping techniques <i>e.g lengthening or shortening sentence for meaning/and/or effect</i> • Indicating degrees of possibility using adverbs or modal verbs e.g surely • Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • Prepositions to place the action • Vary sentence length for impact – short for dramatic effect; long to add detail and show movement forward • Adverbials of action as sentence openers • Emphasise key points for the reader- use repetition for impact • Create atmosphere with dramatic conjunctions 	<ul style="list-style-type: none"> • Colon to separate independent clauses • Use commas to clarify meaning or avoid ambiguity • Brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> • Consolidate year 4 • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity

	Beowulf (narrative - character)	Defeat the monster – myth genre- with a focus on characterisation	<ul style="list-style-type: none"> Expanded 'ed' clauses as starters Main and subordinate clauses – with full range of conjunctions Sentence reshaping techniques <i>e.g</i> lengthening or shortening sentence for meaning/and/or effect Indicating degrees of possibility using adverbs or modal verbs <i>e.g</i> surely Relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> Prepositions to place the action Vary sentence types for effect – sentences of 3 for description and action, 'ing' phrases to add detail Similes and shortened similes 'ed' adverbials as sentence openers and expanded clauses 	<ul style="list-style-type: none"> Hyphens to join two words to create an adjective Use commas to clarify meaning or avoid ambiguity Use semi-colons or colons to mark boundaries between independent clauses. Brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity
	This Morning I Met a Whale (narrative)	Meeting tale	<ul style="list-style-type: none"> adverbials to show 'what' and 'how' – fronted and dropped in Indicating degrees of possibility using adverbs or modal verbs <i>e.g</i> surely Relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> 1,2 and 3 adjectives to describe a noun Sentence of 3 to add detail Alliterative phrases to give pace and flow elaboration using a dropped in relative clause, and 'ed/ing' adverbial phrases use of speech to move the story forward 	<ul style="list-style-type: none"> Speech to move the story forward Punctuation for effect Use commas to clarify meaning or avoid ambiguity Brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Inverted commas
	Save the Forests (persuasive speech)	Persuasive speech <ul style="list-style-type: none"> Address the audience Introduction Key point 1 Key point 2 Key point 3 Conclusion – seal the deal, final appeal 	<ul style="list-style-type: none"> Link ideas with sentence signposts Negative/positive questions Double blind sentences When; when; when; when Getting worse sentence of 3 Indicating degrees of possibility using adverbs or modal verbs <i>e.g</i> surely Relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> Informal language, including the use of contractions Powerful verbs, including imperatives Strong adjectives and adverbs Conjunctions to give reasons for a point of view Emotive vocabulary Rhetorical questions to appeal to the reader Alliteration and repetition for impact 	<ul style="list-style-type: none"> Use of punctuation to help the reader <i>e.g</i> bullet point, ellipses Use commas to clarify meaning or avoid ambiguity Brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity
	Killer Whales (nc report)	Information text (non-chronological report) <ul style="list-style-type: none"> Introduction Key point 1 Key point 2 Key point 3 Key point 4 Conclusion – round off with a final comment 	<ul style="list-style-type: none"> Varying sentence openers to sustain interest – 'ly' adverbial openers, 'ly' adverbs Vary sentence lengths – long for detail, short for emphasis Indicating degrees of possibility using adverbs or modal verbs <i>e.g</i> surely Relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> Formal language Use of a wide range of conjunctions across and within paragraphs to add on and link information and present an alternative view point Effective use of adjectives to build a picture Use of generalisers Use alliteration to add interest and help the rhythm and flow Use technical language – explain where needed 	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity Brackets, dashes and commas for parenthesis Use semi-colons or colons to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> Consolidate year 4 Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity
	Spiderwick Chronicles Chasing/Hiding (narrative)	Chasing/hiding plot	<ul style="list-style-type: none"> Consolidate year 5 Sentence of 3 for action Ed/ing sentences Dramatic adverbial openers 	<ul style="list-style-type: none"> Consolidate year 5 Use a variety of conjunctions for dramatic effect 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to support meaning Ellipses for dramatic effect 	<ul style="list-style-type: none"> Consolidate year 5 Active and passive voice Subject/object

6			<ul style="list-style-type: none"> Use fronted 'how' adverbials to emphasise character actions Active and passive verbs to create effect and to affect presentation of information Secure use of complex sentences – main and subordinate clauses with full range of conjunctions Expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> Precise use of adverbials to show atmosphere and feelings Use of questions to create atmosphere and suggest mystery Development of story atmosphere across the story through characters reactions and showing feelings 	<ul style="list-style-type: none"> Use dialogue to move the story on Semi-colon for a complex list. 	<ul style="list-style-type: none"> Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym Inverted commas
	Why Ogres are Dangerous (explanation)	<p>Explanation (why)</p> <ul style="list-style-type: none"> Introduction Key point 1 Key point 2 Key point 3 Conclusion 	<ul style="list-style-type: none"> Develop complex sentences using a wide range of subordinating conjunctions Sentence reshaping to maintain the reader's interest – short for emphasis, long for more detailed explanation Expanded noun phrases to convey complicated information concisely The use of the subjunctive in formal writing Active and passive verbs to create effect and to affect presentation of information 	<ul style="list-style-type: none"> Use a wide range of conjunctions (including causal) within and across paragraphs Introducing degrees of possibility using modal verbs Choice of vocabulary to add formality Topic sentences to introduce each key point Vary sentence openers Technical language where appropriate 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Varied punctuation for parenthesis to aid clarity Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Consolidate year 5 Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym Subjunctive
	Into the lair of Baron Jugula (poetry)	Creating a poem with a surprise ending; creating dramatic and humorous settings.	<ul style="list-style-type: none"> Expanded noun phrases Well-chosen adjectives and verbs for effect Line reshaping to maintain the flow and rhythm 	<ul style="list-style-type: none"> Rhythmical but doesn't rhyme – the structure of the lines and stanzas enable this, e.g. use of 'past' How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Using a range of punctuation in a poem. 	<ul style="list-style-type: none"> Consolidate year 5 Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym
	Zelda Claw and the Rain Cat (narrative)	Tale of fear/defeating the monster plot	<ul style="list-style-type: none"> Vary sentence patterns (manipulation of grammatical structures) to keep the reader engaged e.g. <i>ed/ing</i> Variety of sentence frames – short for emphasis, complex to provide detail Develop complex sentences using a wide range of subordinating conjunctions Active and passive verbs to create effect and to affect presentation of information 	<ul style="list-style-type: none"> Use a variety of fronted adverbials to give further details and signpost what is to come in the sentence Varied verb forms chosen for effect, including modal verbs to add degrees of possibility Use of a run of empty words to build tension Rhetorical questions to draw the reader in and make them think How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Varied punctuation for parenthesis to aid clarity Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Consolidate year 5 Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym
	Kidnapped (narrative)	Flashback – beginning with the dilemma and using the flashback/forward to guide the reader	<ul style="list-style-type: none"> Vary choice and position of clause structures – <i>adverbial openers for effect – when adverbials to guide the reader through the story, what adverbials using expanded 'ing' phrases, how adverbials using single 'ly' 'ed' openers</i> Dropped in clauses Relative clauses Active and passive verbs to create effect and to affect presentation of information 	<ul style="list-style-type: none"> Varied verb forms chosen for effect, including modal verbs to vary the degree of certainty, simple past, past continuous, past perfect Personification to create atmosphere Use of a 'flashback' phrase to signal to the reader that this is what happened previously How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Varied punctuation for parenthesis to aid clarity Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym

	Should Parents be Spies? (discussion)	Discussion text <ul style="list-style-type: none"> Opening hook Key arguments for Key arguments against Conclusion 	<ul style="list-style-type: none"> Varied sentence structures for effect : <i>fronted adverbials, use of dropped in clauses to add more information, use of relative clauses for clarity</i> Vary sentence lengths – short to make key points The use of the subjunctive in formal writing The difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<ul style="list-style-type: none"> Use a wide range of conjunctions within and across paragraphs to: <i>add on and order ideas and views, introduce other viewpoints, conclude</i> Use of a variety of verb forms, chosen for effect <i>e.g modal verbs to add certainty</i> Generalising vocabulary The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech writing 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Varied punctuation for parenthesis to aid clarity Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym Subjunctive
	INDEPENDENT WRITING OPPORTUNITIES	Extended writing unit using 'The lighthouse' short film	• SEE SEPARATE UNIT PLAN	• SEE SEPARATE UNIT PLAN	• SEE SEPARATE UNIT PLAN	• SEE SEPARATE UNIT PLAN
	The Multi-Function mobile phone/ Spy key ring (persuasive advert)	Persuasive advert <ul style="list-style-type: none"> Title and introduction Key features of the product What it will do for the reader Conclusion 	<ul style="list-style-type: none"> Short sentences for persuasive language tricks to attract the reader. Dropped in clauses Relative clauses The use of the subjunctive in formal writing Active and passive verbs to create effect and to affect presentation of information The difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<ul style="list-style-type: none"> Present tense Informal language Developed use of rhetorical questions for persuasion Parenthesis for additional information Personal appeal Boastful language Exaggeration The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech writing 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Punctuation of bullet points to list information Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym Subjunctive
	Teacher Pleaser (explanation)	Explanation (how) <ul style="list-style-type: none"> Title and Introduction Key features of the product and how they work Conclusion 	<ul style="list-style-type: none"> Short sentences for persuasive language tricks to attract the reader. Dropped in clauses Relative clauses The use of the subjunctive in formal writing Active and passive verbs to create effect and to affect presentation of information The difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<ul style="list-style-type: none"> Degrees of possibility using modal verbs, particularly <i>must, should, will etc</i> Use 'you' to talk directly to the reader Technical language where appropriate The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech writing How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Consolidate year 5 Full range of punctuation to guide the reader Punctuation of bullet points to list information Use of the semi-colon, colon, dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Active and passive voice Subject/object Colon/semi-colon/dash/hyphen/ellipsis/bullet points Synonym/antonym Subjunctive
	Memories (poetry unit)	A poem that hinges on the conjunction between sound and meaning to create emotion.	•	•	• Correct use of punctuation for a poem.	
	This is Me (autobiography)					