



Our Global Explorer Curriculum

St Nicholas Primary

Writing Progression Grid

English Intent: As a school we aim to ensure that all children leave us prepared for the world as 'Global Explorers' equipped to pursue careers, passions and talents. English is one of the core strands to our curriculum and feeds into all other subject areas. Global Explorers are Aspirational, therefore it is essential that all children leave us with a good foundation in English skills so that they can aspire to be anything that they want to in the future. A love of language, stories and words opens up the children's world to new information, adventure and experiences. Global Explorers are Creative and at St Nicholas we work hard to ensure that we foster in all our children a confidence and a curiosity over the written and the spoken word. Through creating a love of words and reading from an early age children feel increasingly confident to play with, explore and extend their English skills leading to greater creativity and mastery over the written and spoken word. By the end of Key Stage One it is our intention that all of our children should be reading age appropriate books with fluency and to be able to write short stories with a clear beginning, middle and end using neat consistent handwriting. Children will spell many words accurately and ambitious words will be phonetically plausible. Children will be developing their confidence and ability to speak in front of others including asking questions, giving opinions and reciting poems, rhymes and songs. By the end of Key Stage Two it is our intention that all of our children should be reading a range of age appropriate books with fluency and to be able to write for a range of purposes and genres using grammar, punctuation and vocabulary for effect. Children will perform speeches and poetry in front of an audience and take part in the end of year performance.

Key Concepts

Transcription	Composition	Vocabulary, Grammar and Punctuation
Transcription encompasses how children develop their handwriting and spelling skills. From the beginning of their school journey creating marks and perfecting pencil grip to leaving school writing with legible, joined handwriting. It also outlines the expectations of spelling.	This encompasses children's understanding of sentences construction, the range of sentences there are and the devices we can use to improve or extend writing.	Opportunities to enhance vocabulary are built on year on year. Children are encouraged to discuss word choices and to include age appropriate vocabulary in their writing. Grammar and punctuation is taught in line with the National Curriculum, with progression detailed in English Appendix 2.

Key Concepts	EYFS
Transcription	
<p>I can show control in my mark making.</p> <p>I can use and enjoy mark making materials.</p> <p>I can copy over/under materials.</p> <p>I can form letters of the alphabet using the correct orientation.</p> <p>I can form the numbers 0 – 9.</p> <p>I can grip a pencil correctly.</p> <p>I can spell Lists 1, 2 and 3.</p> <p>I can form capital letters.</p> <p>I can use a capital letter at the start of my name.</p>	<p>Term 1: Little Red Hen Talk 4 Writing (T4W) and a recount writing</p> <p>Term 2: The Enormous Turnip (T4W) and information writing</p> <p>Term 3: Three Billy Goats’ Gruff (T4W) and instruction writing</p> <p>Term 4: The Gingerbread Man (T4W) and persuasion writing</p> <p>Term 5: The Very Hungry Caterpillar (T4W) and information writing</p>
Composition	
<p>I can mark make independently.</p> <p>I can explain the meaning of my marks.</p> <p>I can mark make captions, lists and labels.</p> <p>I can write the initial sounds in words.</p> <p>I can write my own name.</p> <p>I can spell words using the graphemes I've been taught.</p> <p>I can write a statement with some correct letter formation.</p> <p>I can sequence sentences to form a narrative.</p> <p>I can write a sentence after orally rehearsing it.</p> <p>I can read my sentence with an adult and begin to notice some mistakes.</p>	<p>Term 6: The Sleepy Bumblebee (T4W) and performance poetry</p>
Vocabulary, Grammar and Punctuation	
<p>I can combine words to make a sentence.</p> <p>I can separate words using finger spaces.</p> <p>I can use a full stop in a sentence.</p> <p>I can use a capital letter at the beginning of a sentence.</p>	

<p>Key Concepts</p>	<p>Year 1</p>
<p>Transcription</p>	
<p>I can spell List 4, 5 and 6. I can spell words within the Year 1 phonemes mostly correctly. I can spell compound words correctly most of the time. I can add –es and –s to words to make plurals where no change to the root word is needed. I can spell days of the week. I can write capital letters of the correct size and orientation to one another and to lower case letters. I can use the prefix un- correctly. I can spell -ing, -ed, -er and -est words where the root word doesn't have to be changed. I can form lower case letters in the correct direction, starting and finishing in the right place. I can use some horizontal and diagonal strokes needed to join some letters. I can use spacing between words.</p>	<p>Term 1: The Gruffalo with a focus on character description and wanted poster</p> <p>Term 2: Noisy House (T4W) with a focus on setting, letter writing and list poems</p> <p>Term 3: Little Charlie (T4W) with a focus on character and dialogue and instruction writing</p> <p>Term 4: A diary entry and poetry (observations) writing</p>
<p>Composition</p>	
<p>I can sequence sentences to form a short narrative. I can write a sentence after orally rehearsing it. I can use varied sentence starters (the, my, I). I can use time adverbs (eg. first, next, then, finally). I can use meaningful adjectives in my sentences. I can write sequences of linked sentences. I can begin to use bossy verbs. I can begin to use noun phrases. I can use repetition within a narrative. I can use story language. I can use the power of 3.</p>	<p>Term 5: The Queen’s Knickers narrative unit with a focus on description and persuasive writing</p> <p>Term 6: The Lighthouse Keeper’s Lunch narrative unit with a focus on character and dialogue and performance poetry</p>
<p>Vocabulary, Grammar and Punctuation</p>	
<p>I can sometimes use capital letters for names. I can use capital letters and full stops in most of my sentences. I can form a question mark and exclamation mark correctly. I can use the pronoun 'I'. I can use ‘and’ to join words. I can use ‘and’ to join simple sentences. I can begin to use a question mark at the end of my sentence. I can begin to use an exclamation mark at the end of my sentence. I can begin to join clauses using 'because' independently. I can begin to join clauses using 'but' independently. I can begin to use the past and present tense correctly.</p>	

Key Concepts	Year 2
Transcription	
<p>I can spell Lists 7, 8 and 9 (I can spell some common exception words)</p> <p>I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible.</p> <p>I can use capital letters, full stops, & question marks correctly</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can use the suffix - er, ed, ing, est - when the root word changes</p> <p>I can begin to spell words in their contracted form</p> <p>I can begin to use apostrophes for singular possession</p> <p>I can add -ies to make plurals</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Term 1 – Jack and the Beanstalk (T4W) with a focus on setting and instruction writing</p> <p>Term 2 – The Papaya that Spoke (T4W) with a focus on character and dialogue, winter poems and letter writing</p> <p>Term 3 – Toby and the Great Fire of London descriptive writing and diary writing</p>
Composition	
<p>I can write simple, coherent narratives about personal experiences and those of others</p> <p>I can write a statement accurately</p> <p>I can write about real events, recording these simply and clearly</p> <p>I can write a sentence with an exclamation</p> <p>I can write a command accurately</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation</p> <p>I can make more varied choices to start my sentences</p> <p>I can write poetry</p> <p>I can write meaningful noun phrases</p> <p>I can maintain stamina in my writing (1 piece of A4 writing)</p>	<p>Term 4 – Narrative writing based on the book ‘Lila and the Secret of the Rain’ with a focus on settings, recounts, non-chronological report and Michael Rosen poem.</p> <p>Term 5 – Narrative unit on superheroes and persuasion writing.</p> <p>Term 6 – Narrative unit on shipwrecks and letter writing and performance poetry</p>
Vocabulary, Grammar and Punctuation	
<p>I can use a variety of pronouns - I, him, her, his, the man, my</p> <p>I can use present and past tense accurately</p> <p>I can use the coordinating conjunctions 'or', 'so', 'and' and 'but' to join clauses accurately</p> <p>I can use the subordinating conjunctions 'when', 'if' or 'that'</p>	

Key Concepts	Year 3
Transcription	
<p>I can use diagonal and horizontal strokes needed to join letters.</p> <p>I can use a dictionary to find a spelling.</p> <p>I can spell many words from the Year 3 word list and use these accurately in their writing.</p> <p>I can meet the Year 3 expectations from the spelling scheme.</p> <p>I can write legibly where my capital letters, ascenders and descenders are clearly defined.</p>	<p>Term 1 – Little Red Writing Hood (T4W) with a focus on setting and a diary entry</p> <p>Term 2 – Charlie and the Chocolate Factory narrative unit with a focus on setting and discussion writing.</p>
Composition	
<p>I can create a setting that is appropriate for the type of story/effect</p> <p>I can use varied vocabulary instead of 'said'</p> <p>I am beginning to use non-narrative features (headings, sub-headings) to structure my writing</p> <p>I can select nouns to be specific</p> <p>I can ensure verb tenses are consistent within a piece of writing</p> <p>I can use paragraphs to group related ideas</p> <p>I can use prepositions for place</p> <p>I am beginning to use appropriate similes and alliteration in my writing</p> <p>I can use adverbial phrases for time</p> <p>I can use the language features of narrative e.g power of three</p> <p>I can describe characters in narratives</p> <p>I can proof read and edit my work</p> <p>I can read aloud my own writing using appropriate intonation.</p>	<p>Term 3 – Escape from Pompeii narrative unit, list poems and instruction writing.</p> <p>Term 4 – Non-chronological report and persuasive speech writing and a recipe poem.</p> <p>Term 5 – The Cobbler and the Dragon (T4W) with a focus on character and dialogue and persuasive letters.</p> <p>Term 6 – Iron Man narrative unit and performance poetry</p>
Vocabulary, Grammar and Punctuation	
<p>I can use apostrophes for contractions</p> <p>I can use a range of coordinating conjunctions to form a variety of compound and complex sentences (and, but, so, because)</p> <p>I can use a range of subordinating conjunctions to form a variety of compound and complex sentences (while, which, as)</p> <p>I can accurately use apostrophes for singular possession</p> <p>I can use inverted commas for direct speech</p> <p>I can use a range of coordinating conjunctions to form a variety of compound and complex sentences (although, yet)</p> <p>I can use 'a' or 'an' depending on whether the word starts with a vowel or a consonant</p>	

Key Concepts	Year 4
Transcription	
<p>I meet the Year 4 expectations for the spelling scheme</p> <p>I can evaluate and edit my writing through discussion and make improvements</p> <p>I can spell many words from the Year 4 word list and use these accurately in my writing</p> <p>I can maintain neat, legible handwriting that is joined consistently</p>	<p>Term 1: Egyptian Cinderella narrative unit with a focus on character and dialogue and a Non-chronological report</p>
Composition	
<p>I can use possessive pronouns</p> <p>I can use noun phrases expanded with prepositional phrases</p> <p>I can develop settings linked to the genre and intended effect</p> <p>I can use fronted adverbials for time</p> <p>I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing</p> <p>I can develop characters in my writing through action and dialogue (Show not tell)</p> <p>I can carefully select narrative language features for effect (power of three)</p> <p>I can use fronted adverbials for place</p> <p>I can develop settings linked to the genre and intended effect (describe impact of setting on characters)</p> <p>I can use similes and alliteration in my writing</p> <p>I can use a fronted adverbial for manner</p> <p>I can use precise nouns and technical vocabulary within non-fiction</p> <p>I can use paragraphs to organise my writing</p> <p>I can write for a range of purposes and audiences based on personal experiences and high quality texts.</p> <p>I can describe plots in narratives, linking the end to the opening.</p>	<p>Term 2: The Firework Maker’s Daughter narrative unit with a focus on setting and an explanation text.</p> <p>Term 3: George’s Marvellous Concoction (T4W) with a focus on character and dialogue, blog/article and metaphor poetry</p> <p>Term 4: The River narrative unit with a focus on setting and persuasive speech writing and using The Magic Box for scaffolded poetry writing.</p> <p>Term 5: The Lion and the Unicorn narrative unit with a focus on description and a biography.</p> <p>Term 6: Brightstorm narrative unit with a focus on openings and endings and a persuasive letter and performance poetry</p>
Vocabulary, Punctuation and Grammar	
<p>I can use all the punctuation I have been taught so far (full stops, capital letters, ?, !, all types of apostrophe, commas in a list, inverted commas)</p> <p>I can begin to use nouns and pronouns to aid cohesion and avoid repetition within paragraphs</p> <p>I can use noun phrases with modifying nouns (determiners)</p> <p>I can write complex sentences with a subordinate clause at the start and at the end of the sentence</p> <p>I can use inverted commas accurately, starting a new line for a new speaker and with some evidence of punctuation within speech</p> <p>I can use a comma after a fronted adverbial</p> <p>I can use apostrophes for plural possessive</p> <p>I can use noun phrases with modifying adjectives</p> <p>I can use inverted commas and other punctuation accurately to mark speech</p> <p>I can identify main and subordinate clauses</p>	

<p>Key Concepts</p>	<p>Year 5</p>
<p>Transcription</p>	
<p>I can use legible, joined writing consistently I can use a dictionary and thesaurus accurately I can spell many words from the Year 5 word list and use these in my writing I meet the Year 5 expectations for the spelling scheme</p>	<p>Term 1: The Time Slip Scarab (T4W) with a focus on character and dialogue and a recount.</p>
<p>Composition</p>	
<p>I can proofread and edit my writing effectively I can develop characterisation by drawing on my reading (descriptions, actions, thoughts, motives, back story, others' reactions to them) I can write for a range of purposes and audiences based on personal experiences and high-quality texts I can develop settings and atmosphere in detail some of the time (links between the place, weather, time, character's reactions) I can use a range of cohesive devices between paragraphs some of the time (fronted adverbials, tense, repetition for effect) I can use a range of cohesive devices within paragraphs I can write sentences with the subordinate clause at the start and the end of the sentence I can use commas to separate main and subordinate clauses I can use imaginative and ambitious vocabulary which has been carefully chosen I can read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear I can write with appropriate levels of formality for audience and purpose I can use figurative language in my writing (Simile, metaphor, personification, allusion and idioms) I can develop settings and atmosphere in detail</p>	<p>Term 2: Alice's Adventures in Wonderland narrative unit with a focus on character and a newspaper report.</p> <p>Term 3: Myths with a focus on setting and a formal letter and memory based poetry</p> <p>Term 4: The Arrival narrative unit with a focus on characterisation and dialogue and persuasive speech writing and haiku poetry.</p> <p>Term 5: Macbeth narrative unit with a focus on setting and character and a diary entry.</p> <p>Term 6: Francis (video stimulus) with a focus on suspense and performance poetry</p>
<p>Vocabulary, Grammar and Punctuation</p>	
<p>I can use an embedded clause (within sentence writing) and understand that this can be a subordinate and relative clause I can begin to use dashes for afterthoughts I can use indicate possibility using modal verbs I can indicate possibility using modal adverbs I can use all the punctuation I have been taught so far (FS, CL, !, ?, commas in a list, apostrophes (all types), mostly correctly I can use commas to mark non-defining relative clauses I can use relative pronouns I can use defining and non-defining relative clauses I can understand the difference between direct and reported speech and use it in my writing with the correct punctuation I can use brackets and dashes to mark parenthesis accurately in my writing I can evaluate my writing through discussion and make improvements</p>	

Key Concepts	Year 6
Transcription	
Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed.	Term 1: Holes narrative unit with a focus on suspense and a formal letter.
Composition	
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing	Term 2: The Time Slip Scarab (T4W) with a focus on setting and a biography and a blog.
Vocabulary, Grammar and Punctuation	
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	Term 3: Myths with a focus on characterisation and non-chronological report and memory poetry unit. Term 4: Flotsam narrative unit with a focus on setting and persuasive speech writing and haiku poetry. Term 5: Eye of the Storm video stimulus with a focus on setting and character Term 6: Titanic narrative unit with a focus on setting and character and a diary entry, a recount and performance poetry

Appendix of overviews of writing objectives for the year.

Overview of English for the Year

Year 1

<p>Ongoing: 12.I can form lower case letters in the correct direction, starting and finishing in the right place. 7.I can write capital letters of correct size and orientation to one another and to lower case letters. 14.I can use spacing between words 17.I can write a sentence after orally rehearsing it 3.I can spell words within the Year 1 phonemes mostly correctly 26.I can use capital letters and full stops in most of my sentences 13.I can use some horizontal and diagonal strokes needed to join letters. 25.I can use capital letters for names.</p>		
Term 1	Term 2	Term 3
<p><u>The Gruffalo Writing Unit</u> <u>Character focus</u> <u>Non-fiction: Wanted Poster</u></p> <p>29.I can use and to join words. 16.I can sequence sentences to form a short narrative. 8.I can write digits 0-9. 24.I can use the power of three.</p>	<p><u>T4W: The Noisy House</u> <u>Story plot: Journey</u> <u>Character focus</u></p> <p>16.I can sequence sentences to form a short narrative. 21.I can begin to use noun phrases. 29.I can use and to join words.</p> <p><u>Poetry: Bonfire Night poem</u> 33.I can begin to use the past and present tense correctly.</p> <p><u>Non-fiction: Letter to Father Christmas</u> 31.I can use begin to use a question mark at the end of my sentence. 27.I can form a question mark. 1.I can spell List 4</p>	<p><u>T4W – Little Charlie</u> <u>Story plot: Finding tale</u> <u>Setting focus</u></p> <p>16.I can sequence sentences to form a short narrative. 22.I can use repetition within a narrative e.g. he walked and he walked. 23.I can use story language e.g. once upon a time.</p> <p><u>Non-fiction: Instructions, how to make a paper plane</u> 16.I can write sequences of linked sentences. 20.I can use time adverbs. 19.I can begin to use bossy verbs.</p>
Term 4	Term 5	Term 6
<p><u>Non-Fiction: Penguin’s Diary (Lost and Found)</u> <u>Poetry: Observation Unit</u></p> <p>27.I can form an exclamation mark. 32.I can begin to use an exclamation mark. 28.I can use the pronoun ‘I’. 30.I can use ‘and’ to join simple sentences. 2.I can spell List 5.</p>	<p><u>Queen’s Knickers Writing Unit</u> <u>Non-fiction: Persuasive writing poster selling the knickers</u></p> <p>16.I can sequence sentences to form a short narrative. 4.I can spell compound words correctly most of the time. 18.I can use varied sentence starters (The, My I). 35. I can begin to join clauses using ‘but’ independently. 34.I can begin to join clauses using ‘because’ independently.</p>	<p><u>Lighthouse Keeper’s Lunch Writing – write a narrative (substitute characters and setting)</u> <u>Poetry: Performance Poetry</u></p> <p>15.I can write sequences of linked sentences. 16.I can sequence sentences to form a short narrative. 9.I can spell List 6. 5.I can add –es and –s to words to make plurals where no change to the root word is needed. 6.I can spell the days of the week. 10.I can use the prefix –un correctly. 11.I can spell –ing, -ed, -er, and –est words where the root word doesn’t have to be changed.</p>

Overview of English for the Year –

Year 2

Ongoing: 2. I can use capital letters a full stops 1. I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible. 3. I can use spacing between words that reflects the size of the letters. 4. I can spell many common exception words 9. I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 10. I can write simple, coherent narratives about personal experiences and those of others 15. I can proof-read to check for errors in spelling, grammar and punctuation 23. I can maintain stamina in my writing (1 piece of A4 writing)		
Term 1	Term 2	Term 3
<p style="text-align: center;">Narrative - T4W: Jack and the Beanstalk Story plot: Portal Focus: Setting Non-fiction - How to trick a giant – Instructions</p> <p>5. I can use the suffix - er, ed 10. I can write a simple and coherent narrative and instructions 14. I can write a command accurately 18. I can write noun phrases 21. I can use the coordinating conjunctions 'and' to join clauses accurately</p>	<p style="text-align: center;">Narrative - T4W: The Papaya that Spoke Story plot: Journey Focus: Character and Dialogue Non fiction - Letter to children in a London school Poetry – Winter poems</p> <p>5. I can use the suffix - er, ed 10. I can write a simple and coherent narrative and letter 16. I can make more varied choices to start my sentences 17. I can write poetry 18. I can write meaningful noun phrases 19. I can use a variety of pronouns - I, him, her, his 21. I can use the coordinating conjunctions 'and', 'but' and 'so' to join clauses accurately 24. I can begin to use inverted commas for direct speech 2. I can use question marks correctly</p>	<p style="text-align: center;">Narrative - Toby and The Great Fire of London Story plot: Historical fiction Focus: Setting Non fiction - Samuel Pepys' Diary</p> <p>5. I can use the suffix ing, est 6. I can begin to spell words in their contracted form 8. I can add -ies to make plurals (babies, butterflies) 10. I can write a simple and coherent narrative and diary 16. I can make more varied choices to start my sentences 19. I can use a variety of pronouns - my 20. I can begin to use present and past tense accurately</p>
Term 4	Term 5	Term 6
<p style="text-align: center;">Narrative - Lila and the Secret of the rain Story plot: Journey Focus: Settings Non fiction - Recount of zoo trip & Non-chronological report – zoo animals Poetry - Michael Rosen – Rhythm of Life – scaffolded model</p> <p>5. I can use the suffix ing, est 6. I can begin to spell words in their contracted form 8. I can add -ies to make plurals (babies, butterflies) 10. I can write a simple and coherent recount 12. I can write about real events, recording these simply and clearly – non-chronological report 16. I can make more varied choices to start my sentences 17. I can write poetry 18. I can write meaningful noun phrases 22. I can use the subordinating conjunction 'when'</p>	<p style="text-align: center;">Narrative - Create our own super heroes and write a narrative based on them Focus : Character Non fiction - Buy a Magic Brush – Persuasion</p> <p>7. I can begin to use apostrophes for singular possession 10. I can write a simple and coherent narrative and persuasive piece 13. I can write a sentence with an exclamation 19. I can use a variety of pronouns -the man 20. I can use present and past tense accurately 21. I can use the coordinating conjunction 'or' to join clauses accurately 22. I can use the subordinating conjunction 'if'</p>	<p style="text-align: center;">Narrative - Shipwreck Story Focus : Character Non fiction - Message in a bottle – letter Poetry - Performance Poetry</p> <p>7. I can begin to use apostrophes for singular possession 10. I can write a simple and coherent narrative and postcard/letter 13. I can write a sentence with an exclamation 22. I can use the subordinating conjunction 'that'</p>

Overview of English for the Year

Year 3

<p>Ongoing:</p> <p>1. I can use diagonal and horizontal strokes needed to join letters.</p> <p>2. I can use a dictionary to find a spelling</p> <p>3. I can write legibly where my capital letter, ascenders and descenders are clearly defined.</p> <p>12.I can use paragraphs to group related ideas</p> <p>25. Use the present perfect form of the verb (through SPAG lessons)</p>		
Term 1	Term 2	Term 3
<p>T4W: Little Red Riding Hood Story plot: Warning Focus: Setting Non-Fiction: Diary Entry- Mary Anning</p> <p>7. I can create a setting that is appropriate for the type of story/effect (Stories set in space, rainforest, another period of time or that create mystery, magic, humour or suspense.)</p> <p>11. Verb tenses are consistent within a piece of writing</p> <p>13. I can use prepositions for place (above, under, across, below, next to, between.)</p> <p>16. I can use the language features of narrative (power of three)</p> <p>20. I can use a range of co-ordinating conjunctions to form a variety of compound sentences (and, but, so, nor, yet, or)</p>	<p>Charlie and the Chocolate Factory Story Extract Focus: Setting Non-Fiction: Discussion- Should Children Eat Chocolate?</p> <p>10. I can select nouns to be specific (trout instead of fish, oak tree instead of tree)</p> <p>14.I am beginning to use appropriate alliteration in my writing</p> <p>16. I can use the language features of narrative (power of three)</p> <p>20. I can use a range of co-ordinating, conjunctions to form a variety of compound sentences (and, but, so, nor, yet, or)</p> <p>24. I can use a or an depending on whether or not the word starts with a consonant.</p>	<p>Escape from Pompeii Story plot: Historical Narrative Focus: Character Non-Fiction: Instruction- How to build a Roman Road Poetry: List poem</p> <p>8. I can use varied vocabulary instead of 'said' (answered, shouted, muttered)</p> <p>14.I am beginning to use appropriate similes in my writing</p> <p>16. I can use the language features of narrative (power of three)</p> <p>15. I can use adverbial phrases for time (later, next, soon, after, before.)</p> <p>17. Describe characters in narratives (through dialogue, show not tell)</p> <p>18. Proof read and edit their work</p> <p>23. I can use inverted commas for direct speech</p> <p>26. Use nouns and pronouns to aid cohesion.</p>
Term 4	Term 5	Term 6
<p>Non-Fiction: Non-Chronological Report Volcanoes Performance: Persuasive Speech Poetry: List Poems</p> <p>6. Read aloud their own writing using appropriate intonation, controlling the tone and volume so that meaning is clear.</p> <p>12.I can use paragraphs to group related ideas</p> <p>18. Proof read and edit their work</p> <p>21.I can use a range of subordinating conjunctions to form a variety of complex sentences (while, as, because, although, when, before, after)</p> <p>22.I can accurately use apostrophes for singular possession</p>	<p>T4W: The Cobbler and the Dragon Story plot: Defeat the Monster Focus: Character and Dialogue Persuasive Writing: Dragon's Must be Stopped Poetry: Recipe Poem</p> <p>4. I can spell many words from the Y3 word list and sue them accurately in their writing.</p> <p>5. I can meet the Y3 spelling expectations from the chosen scheme.</p> <p>8. I can use varied vocabulary instead of 'said' (answered, shouted, muttered)</p> <p>12.I can use paragraphs to group related ideas</p> <p>26. Use nouns and pronouns to aid cohesion.</p> <p>27. Evaluate their writing though discussion and make improvements to their grammar, vocabulary and spelling in relation to the Y3 spelling and grammar expectations.</p>	<p>Narrative: Iron Man Performance: Poetry</p> <p>4. I can spell many words from the Y3 word list and sue them accurately in their writing.</p> <p>5. I can meet the Y3 spelling expectations from the chosen scheme.</p>

Overview of English for the Year

Year 4

<p>Ongoing:</p> <ol style="list-style-type: none"> I can write for a range of purposes and audiences based on personal experience and high-quality texts. I can use paragraphs to organise my writing. I can evaluate and edit my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations. I can maintain neat, legible handwriting that is joined consistently. I can use all the punctuation I have been taught so far (full stops, capital letters, ?, !, all types of apostrophe, commas in a list, inverted commas). 		
Term 1	Term 2	Term 3
<p>Egyptian Cinderella Focus: Character and Dialogue</p> <p>Non-Fiction: Non-chronological report – God fact file</p> <ol style="list-style-type: none"> I can use noun phrases expanded with prepositional phrases (The shelter in the middle of the rainforest.) I can use fronted adverbials for time. I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing I can develop characters in my writing through action and dialogue (Show not tell) I can use precise nouns and technical vocabulary within non-fiction (fern-like plants instead of plants, macaw instead of bird) I can use a comma after a fronted adverbial Use inverted commas and other punctuation accurately to mark speech 	<p>The Firework Maker’s Daughter Focus: Setting</p> <p>Non-Fiction: Explanation</p> <ol style="list-style-type: none"> I can develop settings linked to the genre and intended effect (use senses) I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing I can use fronted adverbials for place. I can develop settings linked to the genre and intended effect (describe impact of setting on characters) I can use similes and alliteration in my writing I can use precise nouns and technical vocabulary within non-fiction (fern-like plants instead of plants, macaw instead of bird) I can write complex sentences with a subordinate clause at the start and at the end of the sentence Use noun phrases with modifying adjectives I can identify main and subordinate clauses. 	<p>T4W: George’s Marvellous Concoction Story Plot: Losing Tale Focus: Character and Dialogue Non-Fiction: Blog/Article on Current Affairs Poetry: Metaphor Unit</p> <ol style="list-style-type: none"> I can use possessive pronouns (hers, theirs, ours, mine, his) I can use fronted adverbials for time. I can develop characters in my writing through action and dialogue (Show not tell) Describe plots in narratives, linking the end to the opening I can write complex sentences with a subordinate clause at the start and at the end of the sentence I can use inverted commas accurately, starting a new line for a new speaker and with some evidence of punctuation within speech Use inverted commas and other punctuation accurately to mark speech
Term 4	Term 5	Term 6
<p>The River Focus: Setting Performance: Persuasive Speech Poetry: The Magic Box – scaffolded model text</p> <ol style="list-style-type: none"> I can use noun phrases expanded with prepositional phrases (The shelter in the middle of the rainforest.) I can develop settings linked to the genre and intended effect (use senses) I can use fronted adverbials for place. I can develop settings linked to the genre and intended effect (describe impact of setting on characters) I can use similes and alliteration in my writing Use noun phrases with modifying nouns I can use apostrophes for plural possessive 	<p>The Lion and the Unicorn Focus: Description Non – fiction: Biography</p> <ol style="list-style-type: none"> I can use possessive pronouns (hers, theirs, ours, mine, his) I can use noun phrases expanded with prepositional phrases (The shelter in the middle of the rainforest.) I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing I can carefully select narrative language features for effect (power of three) I can develop settings linked to the genre and intended effect (describe impact of setting on characters) I can use a fronted adverbial for manner. I can spell many words from the Year 4 word list and use these accurately in their writing (national curriculum) 	<p>Brightstorm Focus: Openings and Endings Performance: Poetry</p> <ol style="list-style-type: none"> I can carefully select narrative language features for effect (power of three) I can use a fronted adverbial for manner. Describe plots in narratives, linking the end to the opening I can spell many words from the Year 4 word list and use these accurately in their writing (national curriculum) I can begin to use nouns and pronouns to aid cohesion and avoid repetition within paragraphs I can write complex sentences with a subordinate clause at the start and at the end of the sentence I can use inverted commas accurately, starting a new line for a new speaker and with some evidence of punctuation within speech

Overview of English for the Year

Year 5

Ongoing: 1. I can use legible joined writing consistently 2. I can use a dictionary and thesaurus effectively 5. I can proof read and edit my writing effectively 7. I can write for a range of purposes and audiences based on personal experiences and high quality texts. 4. I meet the Y5 expectations for our chosen spelling scheme (SCODE) 26. I can evaluate my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Year 5 grammar and spelling expectations.		
Term 1	Term 2	Term 3
T4W: Time Slip Scarab Story plot: Portal Story Focus: Setting Non-Fiction: Recount of Skilful Day 15. I can develop settings and atmosphere in detail (links between the place) 9. To use a range of cohesive devices within paragraphs. 10. I can write sentences with the subordinate clause at the start and end of the sentence (as, when, while) 12. I can use imaginative and ambitious vocabulary which has been carefully chosen. 16. I can use figurative language in my writing (simile) 21. I can use all the punctuation I've been taught so far (FS, CL, !, ?, commas in a list, apostrophes – all types) mostly correctly.	Narrative: Alice In Wonderland Story: Extract Focus: Setting Non-Fiction: Formal Letter 15. I can develop settings and atmosphere in detail (links between characters reactions) 10. I can write sentences with the subordinate clause at the start and end of the sentence (as, when, while) 11. I can use a comma to separate main and subordinate clauses. 12. I can use imaginative and ambitious vocabulary which has been carefully chosen. 16. I can use figurative language in my writing (metaphor) 20. I can indicate possibility using modal adverbs (possibly, certainly, maybe, perhaps, surely) 14. I can write with appropriate levels of formality for audience and purpose.	Narrative: Myths and Legends Focus: Characterisation and Dialogue Non-Fiction: Newspaper Report Poetry: Memory/Experience Unit. My Paradise is.... 6. I can develop characterisation by drawing on my reading (actions, motives, other reactions to them.) 8. I can use a range of cohesive devices between paragraphs (tense, repetition for effect) 23. I can use relative pronouns (who, which, were) 17. I can use an embedded clause (within sentence writing) and understand that this can be a subordinate and relative clause. 18. I can begin to use dashes for afterthoughts 24. I can understand the difference between direct and reported speech and use it in my writing with the correct punctuation. 16. I can use figurative language in my writing (personification)
Term 4	Term 5	Term 6
Narrative: Arrival Focus: Characterisation and Dialogue Performance: Persuasive Speech 6. I can develop characterisation by drawing on my reading (description, thoughts, back story) 8. I can use a range of cohesive devices between paragraphs (fronted adverbials, tense) 13. I can read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear. 14. I can write with appropriate levels of formality for audience and purpose. 25. I can use brackets and dashes to mark parenthesis accurately in my writing. 19. I can indicate possibility using modal verbs (could, would, should, might, may, will)	Narrative: Macbeth Story: Shakespeare Focus: Setting and Character Non-Fiction: Diary entry Macbeth 6. I can develop characterisation by drawing on my reading (description, thoughts, motives) 15. I can develop settings and atmosphere in detail (links between the weather) 16. I can use figurative language in my writing (allusion/idioms) 22. I can use commas to mark non-defining relative clauses. 23. I can use relative pronouns (when, that, whose) 26. I can use defining and non-defining relative clauses.	Narrative: Francis Story: Focus: Suspense Performance: Poetry Poetry: Figurative Language Free Verse 3. I can spell many words from the Y5 word list and use these in my writing (National Curriculum) 6. I can develop characterisation by drawing on my reading (description, thoughts, others reactions to them.) 15. I can develop settings and atmosphere in detail (links between the time, characters reactions) 14. I can read my own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear. 16. I can use figurative language in my writing.

Overview of English for the Year

Year 6

<p>Ongoing:</p> <ol style="list-style-type: none"> 1. I can write for a range of purposes and audiences, selecting language that shows good awareness of reader. 3. Use verb tenses consistently and accurately. 12. Use the range of punctuation taught at KS2 mostly correctly. 17. Use a dictionary and thesaurus effectively. 18. Evaluate their writing through discussion and make improvements through revising the grammar in relation to the Year 6 grammar and spelling expectations. 19. Proof read and edit their writing. 22. Meet the Y6 spelling expectations in the National Curriculum. 23. Use legible, joined writing consistently when writing at speed. 		
Term 1	Term 2	Term 3
<p>Narrative: Holes Story plot: Tale of Fear Focus: Suspense Non-Fiction: Formal Letter</p> <ol style="list-style-type: none"> 4. Use formal and informal question tags. 5. Use passive voice to create empathy or suspense. 6. Use passive voice to create a formal tone. 9. Develop atmosphere in detail. 16. Use a range of devices to build cohesion within and across paragraphs (repetition, adverbials, ellipsis, noun/pronoun chains) 11. Manipulate and control the use of narrative languages features (language to control time and pace, repetition for effect, passive voice) 	<p>T4W: The Time Slip Scarab Story plot: Portal Focus: Setting Non-Fiction: Biography – significant person Blog</p> <ol style="list-style-type: none"> 2. Use expanded noun phrases across their writing to convey complicated information precisely. 7. Use semi-colons to mark independent clauses. 9. Develop settings in detail. 10. Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause. 11. Manipulate and control the use of narrative languages features (power of 3) 13. Use a range of figurative language (similes, metaphors) 	<p>Narrative: Myths and Legends: Icarus, The boy who flew too high Focus: Characterisation Non-Fiction: Non-chronological report - Vikings Poetry: Memory/Experience Unit – My Paradise is...</p> <ol style="list-style-type: none"> 8. Use dialogue to convey the character and advance the action. 9. Develop characters in detail. 13. Use a range of figurative language (personification) 14. Manipulate and control the use of non-fiction language features (technical vocabulary, rhetorical questions, passive voice) 15. Manipulate and control the use of organisational features (headings, bullet points, paragraphs, numbers in a list)
Term 4	Term 5	Term 6
<p>Narrative: Flotsam Focus: Setting Performance: Persuasive Speech Poetry: Figurative Language Haiku</p> <ol style="list-style-type: none"> 21. Spell most words from the Y5/6 word list and use these accurately in their writing. 6. Use passive voice to create a formal tone. 11. Manipulate and control the use of narrative languages features (power of 3, passive voice) 13. Use a range of figurative language (allusion, idioms) 20. Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear. 24. Use colons to mark independent clauses. 	<p>Literacy Shed Film Unit: Eye of the Storm Focus: Setting and Character</p> <ol style="list-style-type: none"> 2. Use expanded noun phrases across their writing to convey complicated information precisely. 9. Develop settings, characters and atmosphere in detail. 13. Use a range of figurative language (similes, metaphors, personification, allusion, idioms) 	<p>Narrative: Titanic Story: Historical Focus: Setting and Character</p> <p>Non-Fiction: Diary entry passenger entry from the Titanic</p> <p>Non-Fiction: Recount of the residential</p> <p>Performance: Poetry – The Kraken</p> <ol style="list-style-type: none"> 8. Use dialogue to convey the character and advance the action. 9. Develop settings, characters and atmosphere in detail. 11. Manipulate and control the use of narrative languages features (language to control time and pace, dialect)

