# English
# Medium Term Plan

St. Mary's Catholic Voluntary Academy, Grantham

2023-24



Subject Leader:  Mrs Howle

## Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe**, **Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

## Our Vision

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

## Our Gospel Virtues

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

**Love**

A Christ-like love respects the talent of each person in our school.

**Faith**

Faith helps us to do God's will in this world.

**Hope**

Hope helps us to see a new life beyond our present one.

**Peace**

We know that if we love one another, peace will be all around us.

**Mercy**

We believe that mercy will be shown by the way we forgive others.

**Community**

We believe our community here unites us all as followers of Jesus.

## Medium Term Unit Plan

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| **Can you run a restaurant?** | EYFS | Non-Fiction Harvest Poetry | | -Initial sounds -Single words | | | -Lists -Labels | | |
| | 1 | Stories with familiar settings | 3 | -Expanded noun phrase | -Simple sentences. -Compound sentence – using 'and' - Simple conjunction – 'because' - Embellish simple sentences using adjectives | -Capital Letters (inc places and personal pronoun) -full stops | 5 part story | | |
| | | Poetry | 1 | | -Simile | -Capital letters to start a sentence, for names and personal pronouns I - full stops and commas | -Each line begins with a capital letter and ends with either a comma or a full stop - Title, verse and rhyming couplets | | |
| | | Non chronological report | 2 | -Expanded noun phrase | -Embellish simple sentences using adjectives e.g. Red squirrels enjoy eating delicious nuts | Capital Letters (inc places and personal pronoun) -full stops | Features: Heading, introduction, middle section and ending. | | |
| | 2 | Stories with familiar settings | 3 | -Expanded noun phrase | -Simple sentences. -Compound sentence – using 'and' - Simple conjunction – 'because' - Embellish simple sentences using adjectives -Subject/verb sentences e.g. He was… They were… It happened… -Some modal verbs introduced e.g. would, could, should. -Simple adverbs e.g. quickly, slowly. | -Capital Letters (inc places and personal pronoun) -full stops -Spaces that reflect the size of the letters. -Question marks. -Exclamation marks. -Apostrophes for contractions. -Possessive apostrophes for singular nouns. -Commas to separate items in lists. | 5 part story | | |
| | | Diary Entry | 2 | -Suffixes that can be added to verbs where no change is needed in the spelling of root word -Past tense – ed and irregular verb - alliteration | -Embellish sentences using adjectives linking to alliteration -Simple sentences. -Compound sentence – FANBOYS - Conjunctions – after, although, when, because, before -Openers: 'ly' and time | -Capital letters to start a sentence, for names and personal pronouns I -exclamation marks | -Brief introduction and conclusion -Past tense -Chronological order Structure: -Dear Diary, -On… -There were… - So… -Then… -Fortunately,… -Afterwards,….. -I felt…. -Name of writer | | |
| | | Advert | 2 | -Expanded noun phrase - Add –er or –est to adjectives | -use long and short sentences to grab the reader's attention. -use ambitious adjectives to grab the reader's attention | - . ? ! - commas in a list -apostrophes for contractions | -Heading, opening statement, key information boxes, closing statement. -bullet points | | Postcard |

# Advent 1

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | 3 | Historical Fiction | 2 | -homophones<br>-synonyms and antonyms<br>-Modified nouns | -verb/noun agreement<br>-Modified noun<br>-Complex sentences – subordinating conjunctions (time) and Prepositions<br>-Openers – adverbs, 'ing' clause,<br> -prepositional phrase,<br>-Direct speech with powerful speech verb | -"" !? Used correctly in direct speech<br>- , after adverb or verb 'ing' | -5 part story – extended vocabulary<br>-Paragraphs to organise each story part<br>-Consistent tenses | | |
| | | Poetry | 1 | | -Similes and metaphors<br>-Third person<br>-Rhyming | "" , ? apostrophes | -Irregular rhyme and rhythm patterns, repetition of words/phrases,<br>- use phrases from everyday speech, add realistic detail,<br>- show poets feelings | | |
| | | Diary Entry | 2 | -Use of the perfect form of verbs to mark relationship between time and cause. | – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-Drop in 'ing'<br>-informal language | - ? ! …<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs | | |
| | | Letter | 2 | -Nouns and pronouns for clarity and cohesion<br>-Modifying noun and verb<br>-Standard English forms of verbs | -Simple sentences with extra description<br>-Some complex sentences<br>-Tenses consistent e.g. can/will<br>-Adverbials including fronted adverbials – Time, place, manner | - …<br> subordinate clause<br>- apostrophes to mark plural and singular possession | -clear introduction and conclusion<br>-Points about the visit/issue;<br>-Organised into paragraphs detonated by time or place (Y3 may have specific formula)<br>-Topic sentences<br>-Some letter layout features included. | | |
| | 4 | Diverse stories/stories from other cultures | 3 | -Modified nouns<br>-modified verb | -Revisit previous narrative learning<br>-Vary sentence lengths and types including short sentences to move events on quickly.<br>-Effect: Sentence of 3 description, sentences of 3 for actions | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial | -5-part story – extended vocabulary<br>-Link between opening and resolution<br>-Ending should include reflection on events or the characters.<br>-Paragraphs to organise each story part and to indicate change in pace or jump in time.<br>-tenses | | |
| | | Explanation | 2 | -Formation of nouns using a range of prefixes | -Subordinating conjunctions – time, causal, comparison and Condition<br>-Frequency– UFRROONS – Usually, Frequently, Regularly, Rarely, Often, Occasionally, Normally, Sometimes | - ? !<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial and subordinate clause<br>- apostrophes to mark plural and singular possession | -Title of 'How…' or 'Why…' to indicate what you are writing about<br>-Opening statement/introduction paragraph<br>-Logical steps explaining how or why<br>-Includes: labelled diagram, captions, additional information boxes<br>-use present tense or past tense for historical reports<br>-brief conclusion/concluding statement relates the subject to the reader | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | -Technical vocabulary<br>-cohesive devices | | |
| | | Letter | 2 | -modal verbs<br>-expanded noun phrase | - verb forms controlled and precise<br>- rhetorical questions<br>- Fronted adverbials used to clarify the reader's position<br>- Variation in sentence structures e.g. While we were at the park… As we arrived…<br>- Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing…<br>-Adverbs to show how often e.g. additionally, frequently, rarely.<br>-consistent use of past or present tense. | - hyphens<br>- ? Rhetorical<br>- Punctuation for parenthesis ()<br>-Apostrophe to mark singular and plural possession.<br>- , Commas after fronted adverbials. | -formal letter structure – address, date,<br>-Clear introduction and conclusion.<br>-Links between key ideas in the letter.<br>- Paragraphs organised correctly into key ideas.<br>- All letter layout features included.<br>-greeting and sign-off correctly placed<br>-standard English<br>-formal tone | | |
| | | Historical Fiction | 3 | -Verb prefixes dis-, de-, mis-, over, re-<br>-Modal verb<br>Use modal verbs.<br>Convert adjectives in verbs using suffixes; ate, ise, ify. | -relative clause revisit<br>-Adverbs and modal verbs indicating degrees of possibility<br>-Rhetorical questions<br>- figurative language<br>-Repetition<br>-Dialogue – verb + adverb + action<br>-elaboration using adverbial phrase<br>-pronouns used to hide the doer of the action. | - "" ()<br>- , to clarify meaning or avoid ambiguity<br>- ; | -5 part story (starting at any of the 5 points)<br>-Plan opening around a description/action/dialogue<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number) | | |
| | | Poetry | 2 | | -Figurative language – simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, cliché | | -Range of poetic devices linked to imagery, theme, tone, mood…<br>-Make important word choices<br>-Use a range of presentational techniques | | |
| | 5 | Balanced argument | 2 | -Expanded noun phrases<br>- Modal verbs.<br>-Prefixes for verbs; dis, de, mis, over, ise, ify.<br>-Adjectives in verbs using suffixes; ate, ise, ify. | -Vocabulary and grammatical structures that reflect the level of formality<br>-Direct and Reported speech<br>-Modal verbs<br>-Conjunctions used to establish views and state opposing views<br>-Cohesive devices within paragraph – varying conjunctions, adverbials or tense choices.<br>-Use a wide range of connectives. | - ; Semi colons in lists<br>- ; Semi colons for independent clauses<br>- : colons<br>- () Brackets<br>-Dashes<br>- "" Speech marks | -Short, effective headline that is related to the subject.<br>-Intro. Introduces the topic to be discussed<br>-Effective paragraphs to distinguish arguments (pro and cons) and contain persuasive features and supporting evidence.<br>-Present both points of view selecting style and vocabulary appropriate to the reader.<br>-Conclusion presents writers opinion or invites the reader to form their own.<br>-Emotive language used throughout to engage the reader. | | |
| | 6 | Stories written in the first person | 3 | - subordinate<br>-conjunction | - direct and indirect speech<br>- integrating dialogue<br>- cohesive devices including adverbials<br>- Elaboration using adverbial phrases | - ""<br>- …<br>- , to clarify meaning or avoid ambiguity | -5 part story (starting at any of the 5 points)<br>-establish task to find something<br>-reveal setting | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | - complex expanded noun phrases<br>- Semi-colons – independent clauses<br>- clause structure – varying position of subordinate clauses<br>- colons between independent clauses<br>- relative clauses<br>- expanded 'ed' clauses<br>-Cohesive devices within paragraph – varying conjunctions, adverbials or tense choices.<br>-Cohesive devices across paragraphs- Link ideas across paragraphs using grammatical connections (adverbials), semantic cohesions.<br>-first person | - ;<br>- Punctuation for parenthesis ()<br> - , | -Characters set off and overcome obstacles<br>-Dilemma – can't find it, can't get in, get trapped, get chased…<br>-solutions to dilemmas are realistic<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number), Semantic cohesion<br>-secure development of characterisation<br>-Use dialogue for characterisation or showing the reader what is happening. | | |
| | | Poetry | 2 | powerful verbs<br>-nouns,<br>-adjectives, | -Figurative language – simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, cliché<br>Metre: rhythm, stress patterns<br>-alliteration, assonance (repetition of thesame vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food)<br>-onomatopoeia (where the sound of a word suggests itsmeaning: hiss, splutter). | | -Range of poetic devices linked to imagery, theme, tone, mood…<br>-Make important word choices<br>-Use a range of presentational techniques<br>- invented words and unusual word combinations. | | |
| | | Balanced argument | 2 | -Third person<br>-present tense<br>-Modal verbs.<br>-Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives in verbs using suffixes; ate, ise, ify. | -Variation in sentence types<br>-Tense consistent e.g. modal verbs<br>-Adverbials<br>-Starting sentences with verbs<br>-Adverbs for frequency<br>-Use a range of openers.<br>- rhetorical question<br>-active/passive<br>-Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against…<br>-Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally<br>-Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions…<br>-Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths…<br>-Prepositional phrases used cleverly. e.g. In the event of a blackout… | - ? ! …<br>- , marking clauses<br>- apostrophe to mark singular and plural possession<br>- , after fronted adverbial<br>-"" | -clear introduction and conclusion<br>-clear points about subject/issue – arguments for and against<br>-support arguments effectively with evidence.<br>-Links between key ideas<br>-paragraphs organised accurately into key ideas<br>-Subheadings and topic sentences<br>-Concluding statement<br>-genre specific vocabulary<br>-Arguments are well constructed that answer the reader's questions.<br>-The writer understands the impact or the emotive language and thinks about the response. | | |

# Advent 2

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | EYFS | Fiction Instructions | | -words | | | -Labels<br>-Captions | | |
| | 1 | Stories with a Familiar setting | 1 | -Expanded noun phrase | -Simple sentences.<br>-Compound sentence – using 'and'<br>- Simple conjunction – 'because'<br>- Embellish simple sentences using adjectives | -Capital Letters (inc places and personal pronoun)<br>-full stops | 5 part story | | |
| | | Poetry | 3 | -Expanded noun phrase | | -Capital Letters (inc places and personal pronoun)<br>-full stops | -link to topic theme | | |
| | | Recount | 2 | -Expanded noun phrase<br>-common nouns, proper nouns<br>- verbs | -Simple sentences.<br>-Compound sentence – using 'and' 'but'<br>- Simple conjunction – 'because' 'so'<br>- Embellish simple sentences using adjectives<br>-Time conjunctions – First, Next, Then, After that, Finally | -Capital Letters (inc places and personal pronoun)<br>-full stops | -Title<br>-Introduction saying who, where, when<br>-Conclusion saying which bit they liked best.<br>-Events in chronological order<br>-Written in the first person<br>-past tense<br>-focused on individual or group participants e.g. I, we | | |
| | 2 | Traditional Tales | 3 | Expanded noun phrases<br>-Add 'es' to nouns.<br>-Add 'es', 'ed' and 'ing' to verbs.<br>-Add 'er' and 'est' to adjectives where no change is needed to root word.<br>-'ly' added to adjective to form adverb. | -Compound sentence – using 'and'<br>- Simple conjunction – 'because'<br>- Embellish simple sentences using adjectives<br>-Subject/verb sentences e.g. He was… They were… It happened…<br>-Some modal verbs introduced e.g. would, could, should.<br>-Simple adverbs e.g. quickly, slowly.<br>-Subordination – when, if, that, because<br>-Coordination – or, and, but. | -Capital Letters (inc places and personal pronoun)<br>-full stops<br>-Spaces that reflect the size of the letters.<br>-Question marks.<br>-Exclamation marks.<br>-Apostrophes for contractions.<br>-Possessive apostrophes for singular nouns.<br>-Commas to separate items in lists. | -5 part story<br>-Correct and consistent use of past and present tense. | | |
| | | Poetry | 1 | | -Simile | -Capital letters to start a sentence, for names and personal pronouns I<br>- full stops and commas | -Each line begins with a capital letter and ends with either a comma or a full stop<br>- Title, verse and rhyming couplets | | |
| | | Recount | 2 | -Simple adverbs – 'ly' to turn adjectives into verbs<br>-adverbs<br>-expanded noun | -Subject/verb agreement e.g. He was…They were…It happened…<br>- would, could, should (modal verbs but not explicitly taught as)<br>-noun phrases<br>-Time conjunctions - First, Next, Then, After, soon, eventually, until, Finally<br>-Simile<br>- expanded noun phrase – 2 adjectives, prepositional phrase<br>-indirect speech | - , in a list and after 'ly' openers<br>- apostrophes for contractions and singular possession.<br>- ! ? | -Brief introduction and conclusion.<br>-Past tense – I went…I saw….<br>-Main ideas organised in groups<br>-Chronological order using connectives that signal time.<br>-Progressive form of verbs to mark actions in progress | | |

# Advent 2

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | 3 | Fantasy stories | 3 | -Modified nouns <br> -modified verb <br> - Adverbs: very, rather, slightly | -Vary sentence lengths and types <br> --Some complex sentences – AAAWWUBBIS after, although, as, when, while, until, because, before, if, since <br> -Effect: Sentence of 3 description <br> -Connectives (Linking adverbs): also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as | -"" plus ,!? Used correctly in direct speech. <br> - , marking clauses. <br> - , after adverb or verb 'ing' <br> -possessive apostrophes for singular/plural nouns. <br> -apostrophes for contractions. | -5 part story – extended vocabulary <br> -opening <br> -build up <br> -problem- <br> -resolution <br> -Ending <br> -Paragraphs to organise each story part. <br> -tenses <br> -How to hook a reader <br> -paragraphs | | |
| | | Poetry | 1 | | -Similes and metaphors <br> -Alliteration <br> -First person <br> -Rhyming | "" , ? ! apostrophes | -Irregular rhyme and rhythm patterns, repetition of words/phrases, use phrases from everyday speech, add realistic detail, know poet's feelings | | |
| | | Adverts | 2 | -modal verbs | -persuade reader by using: slogans and word play, alliteration, repetition and rhyme <br> - Variation in sentence structures - some complex sentences using when, if, as etc. <br> - adverbs <br> – frequency <br> - question/statement/exclamation/command <br> - Simple sentences with extra description. | - ' possessive apostrophes for singular/plural nouns. <br> - ' apostrophes for contractions. <br> - , after adverb or verb 'ing' | -start with a question <br> - clear introduction. <br> -place object or events being advertised in the centre <br> -concluding statement at the end <br> -grab readers attention by using different fonts, sizes and colours. <br> -persuasive language <br> -Organised into paragraphs | | |
| | 4 | Playscripts | 3 | -Verbs – standard English forms (we were/we was, I did/ I done) <br> - nouns | -Subordinating conjunction – Time, place, cause and effect, comparison <br> -Openers – preposition, adverbs, expanding 'ing' clauses, -ed clauses <br> -Powerful speech verbs <br> -vary long and short sentences | - ? ! … <br> - , to separate clauses | -Title, Cast, Narrator and characters in margin:, <br> dialogue without "", (stage direction) <br> -subheadings (Act and Scene) | | |
| | | Poetry | 2 | -determiner <br> -adverb <br> -verb | -alliteration | - commas | - Kennings poems use clues, rather than saying what it is <br> - Each line 2 words | | |
| | | Non chronological report | 2 | -Expanded noun phrase <br> -fronted adverbials | -Simple sentences with extra description <br> -Some complex sentences – AAAWWUBBIS - after, although, as, when, while, until, because, before, if, since. <br> – Confidently positions subordinate clause in different places within a sentence. <br> -Sentence build from a general idea to more specific <br> -Adverbs - frequency <br> Ext: concept of relative clause without explicit teaching <br> -Use technical vocab to show the reader the writer's expertise. <br> -Adverbials | - ? ! … <br> - , marking clauses <br> - apostrophe to mark singular and plural possession <br> - , after fronted adverbial | -clear introduction and conclusion <br> -organised into paragraphs shaped around a key topic sentence and organised in specific categories. <br> -Links between sentences help to navigate the reader from one idea to the next; moving from general/common features to specific. <br> -Subheadings, captions, diagrams bold writing, questions, pictures,… <br> -Present tense (unless historical) <br> -Third person | | |
| | 5 | Mystery Stories | | -Verb prefixes dis-, de-, mis-, over, re- <br> -Modal verb | -Active and passive voice used deliberately to heighten engagement <br> -relative clause revisit | - "" () <br> - , to clarify meaning or avoid ambiguity | -5 part story (starting at any of the 5 points) <br> -Plan opening around a | | |

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|---|---|---|---|---|---|---|---|---|---|
| | | | | | -Adverbs and modal verbs indicating degrees of possibility<br>-Rhetorical questions<br>- figurative language<br>-Repetition<br>-Dialogue – verb + adverb + action<br>-Formal/informal<br>-Question tags<br>-elaboration using adverbial phrase<br>-pronouns used to hide the doer of the action. | - ;<br>- dash to indicate a stronger division of an independent clause | description/action/dialogue<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number), Semantic cohesion<br>-secure development of Characterisation<br>-Deliberate ambiguity is set up in the mind of the reader until later in the text | | |
| | | Explanation | | -Verbs in the present tense | -Prepositional phrases<br>-modified nouns and verbs<br>-Vocabulary and grammatical structures that reflect the level of formality.<br>-Range of types of subordinating conjunctions<br>-relative clauses | -Hyphens<br>- , for clarity<br>- : ; | -Explains how/why something works or happens<br>-Title may be a question<br>-Introduction and opening statement<br>-Gives information in a series of steps<br>-Chronological order<br>-Diagrams and technical vocabulary<br>-Text answers title question<br>-range of organisational devices used.<br>-Use symbols/signs/abbreviations | | |
| | | Newspaper Report | | -synonym/antonym | -Reported speech<br>-Direct and indirect speech<br>-active and passive voice used deliberately to heighten engagement. E.g. The café chairs were broken.<br>-Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.<br>-Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. | - Punctuation for parenthesis ()<br>- ,<br>- : independent clauses and lists<br>- ""<br>- , to avoid ambiguity | -past tense<br>-Paragraphs developed with prioritised information into columns.<br>-subheadings<br>-Formal language throughout to engage<br>-Quotations are succinct/emotive | | |
| | 6 | Diverse/stories form other cultures | 2 | - subordinate conjunction | - direct and indirect speech<br>- integrating dialogue<br>- cohesive devices including adverbials<br>- Elaboration using adverbial phrases<br>- complex expanded noun phrases<br>- Semi-colons – independent clauses<br>- clause structure – varying position of subordinate clauses<br>- colons between independent clauses<br>- relative clauses<br>- expanded 'ed' clauses | - ""<br>- …<br>- , to clarify meaning or avoid ambiguity<br>- ;<br>- Punctuation for parenthesis ()<br>- , | -5 part story (starting at any of the 5 points)<br>-Plan opening around a description/action/dialogue<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number), Semantic cohesion<br>-secure development of characterisation<br>-author style replication | | |
| | | Diary Entry | 1 | -Use of the perfect form of verbs to mark relationship between time and cause. | -Varied sentence structures – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase | - ? ! …<br>- , marking clauses<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs<br>-Appropriate choice of pronoun or noun across sentences to aid cohesion | | |

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|---|---|---|---|---|---|---|---|---|---|
| | 1 | | | | -adverbs to show frequency e.g. frequently, rarely… <br> -Sentences build from a more general idea to more specific <br> -Use emotive language to show personal response <br> -Drop in 'ing' clauses with specific teaching of use of relative clause for extension (yr4) <br> -informal language | | | | |
| | | Letter | 2 | - imperative and modal verbs | - verb forms controlled and precise <br> - modifiers to intensify and clarify <br> - complex expanded noun phrase <br> - vocabulary and grammatical structures that reflect the level of Formality <br> - formal/informal question tags <br> - short sentences for effect <br> - use of subjunctive form for formal structure <br> - rhetorical questions for persuasion <br> - Fronted adverbials used to clarify the readers position <br> - active/passive voice used to deliberately heighten engagement <br> - Persuasive statements are used to change the readers opinion e.g. you will never need to… | - hyphens <br> - , to clarify meaning or avoid ambiguity <br> - ? Rhetorical <br> - Punctuation for parenthesis () - , <br> - semi-colons for structure repetition | -formal letter structure – address, date, greeting and sign-off correctly placed <br> -paragraphs developed with prioritised Information <br> -Viewpoint is transparent for the reader <br> -standard English <br> -formal tone <br> -emotive language used throughout | | |
| | | Advertising | | -Modal verbs | -Varies sentence lengths <br> -Wide range of subordinate conjunctions <br> -Complex sentences that use well known economic expressions <br> -Active and passive voice <br> -Complex noun phrase to add detail <br> -Fronted adverbials to clarify the writers position <br> -Prepositional phrases <br> -Modifiers are used to intensify or qualify e.g. significantly, exceptionally <br> -Repetition <br> -Persuasive statements used to change the readers opinion | - () : ; - , | -Developed introduction and conclusion using all advertising features <br> -Paragraphs developed with prioritised information <br> -Emotive language used throughout <br> -Persuasive statement <br> -Tense <br> -Rhetorical questions <br> -View point transparent for the reader | | |

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|---|---|---|---|---|---|---|---|---|---|
| | EYFS | Non-Fiction | | | -simple sentence <br> -openers | . | | | |
| | 1 | Stories with an Imaginary Setting | 2 | -Expanded noun phrase <br> -Prepositions <br> -Similes using 'as…as…' and using 'like' | - Simple sentences. <br> -Compound sentence – using 'and' 'but' 'so' <br> - Simple conjunction – 'because' <br> -'ly' openers e.g. slowly, quietly…. <br> -'Run' – Repetition for rhythm e.g. He walked and he walked and he walked. | -Capital letters to start a sentence, for names and personal pronouns I <br> -exclamation marks <br> -Questions marks | -5 part story with each section expanded. <br> -unusual setting description <br> -element of magic | | |

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|---|---|---|---|---|---|---|---|---|---|
| | | Diary Entry | 1 | -Expanded noun phrase<br>-common nouns, proper nouns<br>- verbs | -Simple sentences.<br>-Compound sentence – using 'and' 'but'<br>- Simple conjunction – 'because' 'so'<br>- Embellish simple sentences using adjectives<br>-Time conjunctions – First, Next, Then, After that, Finally | -Capital Letters (inc places and personal pronoun)<br>-full stops | -Title<br>-Introduction<br>-Conclusion saying which bit they liked best.<br>-Events in chronological order<br>-Written in the first person<br>-past tense<br>-focused on individual or group participants e.g. I, we<br>-Writer's thoughts and feelings | | |
| | | Instructions | 1 | -noun<br>-verb (imperative) | -Simple sentences<br>-Compound sentences (and, but, so)<br>-openers – time conjunctions | -Capital Letters (inc places and personal pronoun)<br>- full stops | -Heading, simple labelled diagram, instructions numbered.<br>-sequenced steps<br>-Sentences do not include pronouns | | |
| | | Leaflet | 2 | -Adjective<br>-Plural nouns | -Simple sentences<br>-compound sentences (and, but, for, so) | -Capital letters<br>- . ? | Heading, opening statement, key information boxes, closing statement.<br>-pictures | | |
| | 2 | Stories with an Imaginary Setting (3) | 1 | - adverbs<br>- Homophones<br>-Prepositions<br>-Similes using 'as…as…' and using 'like' | -Vary sentence types<br>-Vary Sentence openers<br>- List of 3 for description<br>- Simile<br>-Subordinating conjunctions (AAAWWUBBIS) | - , commas in a list or after 'ly' Openers<br>-apostrophes for contraction and singular possession.<br>- "" inverted commas and speech bubbles | - 5-part story with more complex vocabulary.<br>- Plan opening around character, setting, time of day and type of weather.<br>-Sentences organised chronologically indicated by time related words<br>-conjunctions between sentences make reference to characters.<br>-unusual setting description<br>-element of magic | | |
| | | Diary Entry (1) | 3 | -Suffixes that can be added to verbs where no change is needed in the spelling of root word<br>-Past tense – ed and irregular verb<br>- alliteration | -Embellish sentences using adjectives linking to alliteration<br>-Simple sentences.<br>-Compound sentence – FANBOYS<br>- Conjunctions – after, although, when, because, before<br>-Openers: 'ly' and time | -Capital letters to start a sentence, for names and personal pronouns I<br><br>-exclamation marks | -Brief introduction and conclusion<br>-Past tense<br>-Chronological order<br>Structure:<br>-Dear Diary,<br>-On…<br>-There were…<br>- So…<br>-Then…<br>-Fortunately,…<br>-Afterwards,…..<br>-I felt….<br>-Name of writer | | |
| | | Non-Chronological Report (2) | 2 | -Tense<br>-use of –er and –est<br>-homophones – there/their/they're, | - expanded noun phrase – 2 adjectives, prepositional phrase<br>-simple adverbs<br>-Openers – usually, sometimes, often<br>-Complex sentences using, for example, 'because' to explain why | -apostrophes for contraction and singular possession. | -Brief introduction and conclusion (linking back to introduction).<br>-Structure: Heading, introduction, middle section, ending | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|----|-------|-----|----------------|-----------------------|-------------|----------------|--------------------|---------|
| | | | | to/too/two, no/know | you do something. | | -Extra tips/Did you know?<br>-Main ideas organised in groups | | |
| | 3 | Other cultures/tra ditional tales (3) | 3 | -Modified nouns<br>-modified verb | -Revisit previous narrative learning<br>-Vary sentence lengths and types<br>-Effect: Sentence of 3 description | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing' | -5 part story – extended vocabulary<br>-Ending should include reflection on events or the characters.<br>-setting description of a different country/characters<br>-Paragraphs to organise each story part<br>-tenses | | |
| | | Poetry | 1 | -determiner<br>-adverb<br>-verb | -Figurative language – simile, metaphor, alliteration. | | -Range of poetic devices linked to imagery, theme, tone, mood…<br>-Make important word choices<br>-Use a range of presentational techniques | | |
| | | Diary Entry | 2 | -Use of the perfect form of verbs to mark relationship between time and cause. | -Varied sentence structures – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-Use emotive language to show personal response<br>-Drop in 'ing'<br>-informal language | - ? ! …<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs | | |
| | 4 | Adventure & Mystery | 2 | -homophones<br>-synonyms and antonyms<br>-Modified nouns | -verb/noun agreement<br>-Modified noun<br>-Complex sentences – subordinating conjunctions (time) and Prepositions<br>-Openers – adverbs, 'ing' clause, expanding 'ing' clause, prepositional phrase, 'ed' clauses.<br>-Direct speech with powerful speech verb | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing' | -5 part story – extended vocabulary<br>-Ending should include reflection on events or the characters.<br>-Paragraphs to organise each story part and to indicate change in pace or jump in time.<br>-build suspense<br>-tenses | | |
| | | Poetry | 1 | | -Similes and metaphors<br>-Alliteration<br>-First person<br>-Rhyming | "" , ? apostrophes | -Irregular rhyme and rhythm patterns, repetition of words/phrases, use phrases from everyday speech, add realistic detail, know poets feelings | | |
| | | Newspaper Report | 2 | -present perfect for of verbs<br>-modal verbs<br>-pronoun | -Variation in sentence structures (simple sentences with extra description, complex sentences using when, if, as, while etc) e.g While the witness was distracted,….As the police arrived,….<br>-Tense consistent e.g. modal verbs can/will<br>-Adverbials e.g. As the police arrived, the crowd scattered.<br>-Adverbs to show how often e.g. additionally, frequently, rarely. | -"" plus ,!? Used correctly in direct speech.<br>- , in a list<br>- , after Fronted adverbial<br>- , marking clauses.<br>- apostrophes for contractions and plural nouns | -Clear introduction and conclusion<br>-organised into paragraphs to denoted by time/place or key ideas<br>-Topic sentences<br>-Bold eye-catching headline which could include alliteration<br>-newspaper layout features<br>-Links between key ideas in the newspaper. Who, what, where, when and why – information is clear to | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | orientate the reader. -past tense -Third person | | |
| | | Letter | 1 | -Nouns and pronouns for clarity and cohesion -Modifying noun and verb -Standard English forms of verbs | -Simple sentences with extra description -Some complex sentences -Variation in sentence structures across text -Tenses consistent e.g. can/will -Adverbials including fronted adverbials – Time, place, manner, frequency or degree. -Adverbs for frequency -Extension: intro concept of relative clause but not directly teach. -Use modal verbs to hint future action or possibilities e.g. should, would, could. | - … - , marking clauses. - , after fronted adverbial and subordinate clause - apostrophes to mark plural and singular possession | -clear introduction and conclusion -Points about the visit/issue; ideas linked. -Accurately organised into paragraphs detonated by time or place (Y3 may have specific formula) -Topic sentences -Some/all letter layout features included. | | |
| | 5 | Diverse/ stories from other cultures | 2 | - subordinate conjunction | - direct and indirect speech - integrating dialogue - cohesive devices including adverbials - Elaboration using adverbial phrases - complex expanded noun phrases - relative clauses - expanded 'ed' clauses | - "" - … - , to clarify meaning or avoid ambiguity - ; - Punctuation for parenthesis () - , | -5 part story (starting at any of the 5 points) -Plan opening around a description/action/dialogue -Different country setting description -Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number) -author style replication | | |
| | | Poetry | 2 | -powerful verbs -nouns -adjectives | -metaphors -simile -personification -alliteration -onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter). -Metre: rhythm, stress patterns -1st person | - () : ; - , | - Explore use of structures by known poets to organise information and impact on the reader. -Present tense | | |
| | | Persuasive writing | 2 | - imperative and modal verbs | - verb forms controlled and precise - modifiers to intensify and clarify - complex expanded noun phrase - vocabulary and grammatical structures that reflect the level of formality - short sentences for effect - rhetorical questions - Fronted adverbials used to clarify the readers position | - hyphens - , to clarify meaning or avoid ambiguity - ? Rhetorical - Punctuation for parenthesis () - , - semi-colons for structure repetition | -Introduction and conclusion -paragraphs developed with prioritised Information -Viewpoint is transparent for the reader -standard English -formal tone -emotive language used throughout | | |
| | 6 | Adventure/ Mystery | 3 | - subordinate conjunction | - direct and indirect speech - integrating dialogue - cohesive devices including adverbials - Elaboration using adverbial phrases - complex expanded noun phrases - Semi-colons – independent clauses - clause structure – varying position of subordinate clauses | - "" - … - , to clarify meaning or avoid ambiguity - ; - Punctuation for parenthesis () - , | -5 part story (starting at any of the 5 points) -Plan opening around a description/action/dialogue -Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or | | |

## Lent 1

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | - colons between independent clauses<br>- relative clauses<br>- expanded 'ed' clauses | | number), Semantic cohesion<br>-secure development of characterisation<br>-author style replication | | |
| | | Explanation | 2 | -Verbs in the present tense | -Prepositional phrases<br>-modified nouns and verbs<br>-Vocabulary and grammatical structures that reflect the level of formality.<br>-Subjunctive<br>-Range of types of subordinating conjunctions<br>-relative clauses | -Hyphens<br>- , for clarity<br>- : ; | -Explains how/why something works or happens<br>-Title may be a question<br>-Introduction and opening statement<br>-Gives information in a series of steps<br>-Chronological order<br>-Diagrams and technical vocabulary<br>-Text answers title question<br>-range of organisational devices used.<br>-Use symbols/signs/abbreviations | | |
| | | Speech | 1 | -modal verbs | -varied sentence length; according to purpose.<br>-Active and passive voice<br>-wide range of subordinate conjunctions<br>-Complex sentences that use well known economic expression<br>-persuasive devices that are used to change the listeners opinion e.g. statistics, emotive language and rhetorical questions<br>-Modifiers used to intensify and qualify<br>-Fronted adverbials to clarify writers position<br>-Prepositional phrases | - : ;<br>- …<br>- ""<br>- hyphens<br>- , to clarify meaning or avoid ambiguity<br>- ? Rhetorical<br>- Punctuation for parenthesis ()<br>  - , | -Developed introduction and conclusion with write clearly stating view point.<br>-Arguments are well constructed that answer the reader's questions.<br>-Emotive language used throughout to engage the reader<br>-The writer understands the impact or the emotive language and thinks about the response.<br>-Paragraphs are developed with prioritised information; beginning with strongest argument.<br>-Information is prioritised according to the writer's point of view | | |

## Lent 2

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | EYFS | Fiction | | | -Simple Sentences | | -Story Language | | |
| | | Diverse/stories from other cultures | 2 | -Expanded noun phrase<br>-Prepositions:<br>-Plural noun suffixes –s or –es, | - Simple sentences.<br>-Compound sentence – using 'and' 'but'<br>- Simple conjunction – 'because' | -Capital letters to start a sentence, for names and personal pronouns I | 5 part story<br>-Different country setting description | | |
| | | Poetry | 2 | -Expanded noun phrase | | -Capital Letters (inc places and personal pronoun)<br>-full stops | -link to topic theme | | |

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| Lent 2 |

## Lent 2

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | Recount | 2 | -Expanded noun phrase <br> -common nouns, proper nouns <br> - verbs | -Simple sentences. <br> -Compound sentence – using 'and' 'but' <br> - Simple conjunction – 'because' 'so' <br> - Embellish simple sentences using adjectives <br> -Time conjunctions – First, Next, Then, After that, Finally | -Capital Letters (inc places and personal pronoun) <br> -full stops | -Title <br> -Introduction saying who, where, when <br> -Conclusion saying which bit they liked best. <br> -Events in chronological order <br> -Written in the first person <br> -past tense <br> -focused on individual or group participants e.g. I, we | | |
| | | Diverse/stories from other cultures | 2 | - adverbs <br> - Homophones <br> -Prepositions <br> -Similes using 'as…as…' and using 'like' | -Vary sentence types <br> -Vary Sentence openers <br> - List of 3 for description <br> - Simile <br> -Subordinating conjunctions (AAAWWUBBIS) | - , commas in a list or after 'ly' Openers <br> -apostrophes for contraction and singular possession. <br> - "" inverted commas and speech bubbles | - 5 part story with more complex vocabulary. <br> - Plan opening around character, setting, time of day and type of weather. <br> -Descriptions of different country setting <br> -Sentences organised chronologically indicated by time related words <br> -conjunctions between sentences make reference to characters. | | |
| | 2 | Instructions | 2 | -Imperative verbs <br> -expanded noun phrase <br> -adverbs 'ly' | -Openers: Time conjunctions and adverbs. <br> -compound sentences – or, and, but <br> -Complex sentence – when, if, because | - . ? ! <br> - commas in a list | -sequenced steps <br> -Heading, opening statement, subheading (you will need:), diagrams to make the process clearer | | |
| | | Letter | 2 | - | -Subject/verb sentences e.g. I think that…We want…. <br> -Some modal verbs introduced <br> -Use simple adverbs e.g. Yesterday,.. Today, .. <br> -Expanded noun phrases <br> -Time openers <br> -Subordination – AAAWWUBBIS plus that | - , commas in a list or after 'ly' Openers <br> -apostrophes for contraction and singular possession. | -Brief introduction and conclusion <br> -Past tense <br> -Main ideas organised into groups <br> -Using sequencing techniques – time related words. <br> -Letter structure – Dear Mr/Mrs, Yours Sincerely, Yours Faithfully | | |
| | | Significant author | 2 | -Modified nouns <br> -modified verb | -Revisit previous narrative learning <br> -Vary sentence lengths and types including short sentences to move events on quickly. <br> -Effect: Sentence of 3 description, | -"" plus ,!? Used correctly in direct speech. <br> - , marking clauses. <br> - , after adverb or verb 'ing' <br> - | -5 part story – extended vocabulary <br> -Paragraphs to organise each story part and to indicate change in pace or jump in time. <br> -tenses | | |
| | 3 | Non chronological Report | 3 | -Use of the perfect form of verbs to mark relationship between time and cause. | -simple/compound/complex /questions/ exclamations <br> -adverbs <br> -Tenses consistent with modal verbs <br> -adverbial phrases <br> -Drop in 'ing' <br> -informal language | - ? ! … <br> - apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement. <br> -paragraphs | | |
| | | Explanation Text | 2 | -Formation of nouns using a range of prefixes | -Subordinating conjunctions – time, causal <br> -Frequency– UFRROONS – Usually, Frequently, Regularly, Rarely, Often, Occasionally, Normally, Sometimes | - ? ! <br> - , after adverb or verb 'ing' subordinate clause | -Title of 'How…' or 'Why…' to indicate what you are writing about <br> -Opening statement/introduction | | |

# Lent 2

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | - apostrophes to mark plural and singular possession | paragraph<br>-Logical steps explaining how or why<br>-Includes: labelled diagram, captions, additional information boxes<br>-use present tense or past tense for historical reports<br>-brief conclusion<br>-Technical vocabulary<br>-cohesive devices | | |
| | | Significant author | 2 | - Fronted adverbials<br>-expanded noun phrases<br>-prepositional phrases | -Revisit previous narrative learning<br>-Vary sentence lengths and types including short sentences to move events on quickly.<br>-Effect: Sentence of 3 description, sentences of 3 for actions | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial | -5 part story – extended vocabulary<br>-Link between opening and resolution<br>-Ending should include reflection on events or the characters.<br>-Paragraphs to organise each story part and to indicate change in pace or jump in time.<br><br>-tenses | | |
| | 4 | Non chronological Report | 2 | -homophones<br>-synonyms and antonyms<br>-Modified nouns<br>-Introduce/revise adverbs. | -Simple sentences with extra description<br>-Some complex sentences – AAAWWUBBIS – Confidently positions subordinate clause in different places within a sentence.<br>-Sentence build from a general idea to more specific<br>-Adverbs - frequency<br>Ext: concept of relative clause without explicit teaching<br>-Use technical vocab to show the reader the writer's expertise.<br>-Adverbials | - ? ! …<br>- , marking clauses<br>- apostrophe to mark singular and plural possession<br>- , after fronted adverbial | -clear introduction and conclusion<br>-organised into paragraphs shaped around a key topic sentence and organised in specific categories.<br>-Links between sentences help to navigate the reader from one idea to the next; moving from general/common features to specific.<br>-Subheadings, captions, diagrams bold writing, questions, pictures,…<br>-Present tense (unless historical)<br>-Third person<br>- | | |
| | | Letter | 2 | -modal verbs<br>-adjectives – comparative and superlative | -subordinating conjunctions – time<br>-Statements<br>-Repetition<br>-Hyperbolic language | - ? ! ….<br>- , marking clauses | -Tense<br>- paragraphs<br>-link information within paragraphs with a range of connectives | | |
| | 5 | Novels and stories by a significant author | 2 | - subordinate conjunction | - direct and indirect speech<br>- integrating dialogue<br>- cohesive devices including adverbials<br>- Elaboration using adverbial phrases<br>- complex expanded noun phrases<br> – varying position of subordinate clauses<br>- relative clauses<br>- expanded 'ed' clauses | - ""<br>- …<br>- , to clarify meaning or avoid ambiguity<br>- ;<br>- Punctuation for parenthesis ()<br> - , | -5 part story (starting at any of the 5 points)<br>-Plan opening around a description/action/dialogue<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number)<br>-author style replication | | |
| | | Biography | 2 | -powerful verbs and adjectives<br>-pronouns | -varied sentence lengths<br>-Wide range of subordinate conjunctions | - : ;<br>- …<br>- "" | -Developed introduction and conclusion including elaborated personal response. | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | -Active and **passive voice** used deliberately to heighten engagement and make writing more formal.<br>-Fronted adverbials to clarify the writer's position<br>-use of cohesive devices to link sentences | - hyphens<br>- , to clarify meaning or avoid ambiguity<br>- ? Rhetorical<br>- Punctuation for parenthesis ()<br>  - , | -Description of events are detailed and engaging<br>-The information is organised chronologically with clear signals to the reader about time, place and personal response. | | |
| | | Speech | 2 | -modal verbs | -varied sentence length<br>-Active and passive voice<br>-wide range of subordinate conjunctions<br>-Complex sentences that use well known economic expression<br>-persuasive devices that are used to change the listeners opinion e.g. statistics, emotive language and rhetorical questions<br>--Prepositional phrases | - : ;<br>- …<br>- ""<br>- hyphens<br>- , to clarify meaning or avoid ambiguity<br>- ? Rhetorical<br>- Punctuation for parenthesis ()<br>  - , | -Developed introduction and conclusion with write clearly stating view point..<br>-Emotive language used throughout to engage the reader<br>-Paragraphs are developed with prioritised information; beginning with strongest argument. | | |
| | 6 | Spy/thriller stories | 3 | - subordinate conjunction | - direct and indirect speech<br>- integrating dialogue<br>- cohesive devices including adverbials<br>- Elaboration using adverbial phrases<br>- complex expanded noun phrases<br>- Semi-colons – independent clauses<br>- clause structure – varying position of subordinate clauses<br>- colons between independent clauses<br>- relative clauses<br>- expanded 'ed' clauses<br>-Cohesive devices within paragraph – varying conjunctions, adverbials or tense choices.<br>-Cohesive devices across paragraphs- Link ideas across paragraphs using grammatical connections (adverbials), semantic cohesions. | - ""<br>- …<br>- , to clarify meaning or avoid ambiguity<br>- ;<br>- Punctuation for parenthesis ()<br>  - , | -5 part story (starting at any of the 5 points)<br>-establish task to find something<br>-reveal setting<br>-Characters set off and overcome obstacles<br>-Dilemma – can't find it, can't get in, get trapped, get chased…<br>-solutions to dilemmas are realistic<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number), Semantic cohesion<br>-secure development of characterisation<br>-Use dialogue for characterisation or showing the reader what is happening. | | |
| | | Diary Entry | 1 | -Use of the perfect form of verbs to mark relationship between time and cause. | -Varied sentence structures – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-adverbs to show frequency e.g. frequently, rarely…<br>-Sentences build from a more general idea to more specific<br>-Use emotive language to show personal response<br>-Drop in 'ing' clauses with specific teaching of use of relative clause for extension (yr4)<br>-informal language | - ? ! …<br>- , marking clauses<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs<br>-Appropriate choice of pronoun or noun across sentences to aid cohesion | | |
| | | Letter | 2 | - imperative and modal verbs | - verb forms controlled and precise<br>- modifiers to intensify and clarify | - hyphens<br>- , to clarify meaning or avoid | -formal letter structure – address, date, greeting and sign-off correctly placed | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | - complex expanded noun phrase<br>- vocabulary and grammatical structures that reflect the level of Formality<br>- formal/informal question tags<br>- short sentences for effect<br>- use of subjunctive form for formal structure<br>- rhetorical questions for persuasion<br>- Fronted adverbials used to clarify the readers position<br>- active/passive voice used to deliberately heighten engagement<br>- Persuasive statements are used to change the readers opinion e.g. you will never need to… | ambiguity<br>- ? Rhetorical<br>- Punctuation for parenthesis ()<br>- ,<br>- semi-colons for structure repetition | -paragraphs developed with prioritised Information<br>-Viewpoint is transparent for the reader<br>-standard English<br>-formal tone<br>-emotive language used throughout | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | EYFS | Recount Factfile | | | -Simple Sentences<br>-Openers | . | -labelling<br>-Captions | EYFS | |
| | 1 | Fairy Tales | 3 | -Expanded noun phrase<br>-Prepositions<br>-Similes using 'as…as…' and using 'like' | - Simple sentences.<br>-Compound sentence – using 'and' 'but' 'so'<br>- Simple conjunction – 'because'<br>-'ly' openers e.g. slowly, quietly….<br>-'Run' – Repetition for rhythm e.g. He walked and he walked and he walked. | -Capital letters to start a sentence, for names and personal pronouns I<br>-exclamation marks<br>-Questions marks<br>-Full stops.<br>-Coordinating conjunctions (and, if, but, so) | Simple opening that introduces characters and or setting<br>A series of events that build up (on the whole)<br>Complications<br>Resulting events<br>Resolution and ending<br>Written in first or third person<br>Past tense<br>Some evidence of chronology | | |
| | | Poetry – riddles | 1 | | -Simile | -Capital letters to start a sentence, for names and personal pronouns I<br>- full stops and commas | -Each line begins with a capital letter and ends with either a comma or a full stop<br>- Title, verse and rhyming couplets | | |
| | | Non Chronological report | 2 | Simple sentences<br>-Compound sentences (and, but, so)<br>-openers – time conjunctions | -Embellish simple sentences using adjectives e.g. Red squirrels enjoy eating delicious nuts<br>-Simple sentences<br>-Compound sentences (and, but, so)<br>-openers | Capital Letters (inc places and personal pronoun)<br>-full stops | Features: Heading, introduction, middle section and ending.<br>-Heading, simple labelled diagram, instructions numbered.<br>-sequenced steps | | |

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**Pentecost 1**

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | 2 | Fairy Tales | 3 | - adverbs<br>- Homophones<br>-Prepositions<br>-Similes using 'as…as…' and using 'like' | -Vary sentence types<br>-Vary Sentence openers<br>- List of 3 for description<br>- Simile<br>-Subordinating conjunctions (AAAWWUBBIS)<br>-Use simple adverbs<br>-Use simple noun phrases e.g. large tiger. | - , commas in a list or after 'ly' Openers<br>-apostrophes for contraction and singular possession.<br>- "" inverted commas and speech bubbles | - 5 part story with more complex vocabulary.<br>- Plan opening around character, setting, time of day and type of weather.<br>-Sentences organised chronologically indicated by time related words<br>-conjunctions between sentences make reference to characters. | | |
| | | Poetry | 1 | -determiner<br>-adverb<br>-verb | -alliteration | - commas | - Kennings poems use clues, rather than saying what it is<br>- Each line 2 words | | |
| | | Newspaper Report | 2 | -Tense<br>-use of –er and –est<br>-homophones – there/their/they're, to/too/two, no/know<br>-adjectives<br>-adverbs | - expanded noun phrase – 2 adjectives, prepositional phrase<br>-simple adverbs<br>-Openers – usually, sometimes, often<br>-Complex sentences using, for example, 'because' to explain why you do something.<br>Subject/verb sentences e.g. He was…<br>-Some modal verbs introduced e.g. would, could, should. | -apostrophes for contraction and singular possession.<br>Use spaces that reflect the size of the letters.<br>-Use full stops correctly.<br>-Use question marks correctly.<br>-Use exclamation marks correctly.<br>-Use capital letters correctly.<br>-Commas to separate items in lists. | - Brief introduction and conclusion.<br>-Written in the past tense.<br>Main ideas organised in groups.<br>-Using sequencing techniques – time related words.<br>-A photo with a caption. | | |
| | 3 | Adventures & Mystery | 3 | -homophones<br>-synonyms and antonyms<br>-Modified nouns revise adverbs. | -verb/noun agreement<br>-Modified noun<br>-Complex sentences – subordinating conjunctions (time) and Prepositions<br>-Openers – adverbs, 'ing' clause, prepositional phrase,<br>-Direct speech with powerful speech verb | - , after adverb or verb 'ing'<br>-Introduce possessive apostrophes for plural nouns.<br>-Introduce inverted commas.<br>-Apostrophes for contractions.<br>-Possessive apostrophes for singular nouns.<br>-Commas to separate items in lists. | -5 part story – extended vocabulary<br>-Paragraphs to organise each story part<br> -tenses<br>- Express time and cause; then, next, soon. | | |
| | | *Poetry* | 1 | -determiner<br>-adverb<br>-verb | -Figurative language – simile, metaphor, alliteration. | | -Range of poetic devices linked to imagery, theme, tone, mood…<br>-Make important word choices<br>-Use a range of presentational techniques | | |
| | | Newspaper report | 2 | -present perfect for of verbs<br>-modal verbs<br>-pronoun | -Variation in sentence structures (simple sentences with extra description, complex sentences using when, if, as, while etc) e.g While the witness was distracted,….As the police arrived,….<br>-Tense consistent e.g., modal verbs can/will | - , in a list<br>- , after Fronted adverbial<br>- apostrophes for contractions and plural nouns | -Clear introduction and conclusion<br>-organised into paragraphs to denoted by time/place<br>-Topic sentences | | |

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## Pentecost 1

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | -Adverbials e.g. As the police arrived, the crowd scattered.<br>-Adverbs to show how often e.g., additionally, frequently, rarely. | -Possessive apostrophes for plural nouns.<br>-Use inverted commas. | -Bold eye-catching headline which could include alliteration.<br>-newspaper layout features<br>-Links between key ideas in the newspaper. Who, what, where, when and why – information is clear to orientate the reader.<br>-past tense<br>-Third person | | |
| | 4 | Historical Fiction | 3 | -Modified nouns<br>-modified verb | -Revisit previous narrative learning<br>-Vary sentence lengths and types including short sentences for impact.<br>--Some complex sentences – AAAWWUBBIS – Confidently positions subordinate clause in different places within a sentence.<br>-Effect: Sentence of 3 description, sentences of 3 for actions<br>-Figurative language<br>Ext: concept of relative clause without explicit teaching | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial | -5-part story – extended vocabulary<br>-Link between opening and resolution<br>-Ending should include reflection on events or the characters.<br>-Paragraphs to organise each story part.<br>-tenses<br>-How to hook a reader | | |
| | | Diary Entry | 2 | -Use of the perfect form of verbs to mark relationship between time and cause. | -Varied sentence structures – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-adverbs to show frequency e.g. frequently, rarely…<br>-Sentences build from a more general idea to more specific<br>-Use emotive language to show personal response<br>-Drop in 'ing' clauses with specific teaching of use of relative clause for extension (yr4)<br>-informal language | - ? ! …<br>- , marking clauses<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs<br>-Appropriate choice of pronoun or noun across sentences to aid cohesion | | |
| | | *Speech* | 2 | -imperative verbs<br>-synonym/antonym | -expanded noun phrases<br>-Adverbials<br>-Starting sentences with a subordinate clause e.g. After your visit, you won't want to leave. Once you've tasted our delicious spaghetti, you'll be coming back for more!<br>-start sentences with verbs e.g. imagine, consider, enjoy.<br>-adverbs for frequency e.g. additionally, frequently, rarely<br>-Extension: rhetorical questions e.g. Haven't you always longed for….? | - ? !<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial and subordinate clause<br>- Inverted commas | - clear introduction and conclusion<br>- second person<br>- Planned repetition<br>- Facts and statistics<br>- Quotes<br>- Adjectives for positive description<br>- subheadings used to organise text<br>- links between key ideas | | |
| | 5 | Stories with moral dilemmas/f lashbacks | 3 | -change tense<br>-relative pronoun | -Sentence length varies<br>-Prepositional phrase<br>-Adverbials of time and place<br>-Active and passive voice<br>-Wide range of subordinate conjunctions<br>-relative clauses<br>- figurative language<br>-Repetition<br>-Dialogue – verb + adverb + action | - "" ()<br>- , to clarify meaning or avoid ambiguity<br>- ; | -Sequence of plot may disrupted for effect e.g. flashback<br>-Introduction and ending shape the story<br>-paragraphs varied in length and structure and link ideas within and across paragraphs.<br>-Dialogue used to move the action on | | |

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**Pentecost 1**

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | *Diary Entry* | 2 | -Use of the perfect form of verbs to mark relationship between time and cause. | -Varied sentence structures – simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-adverbs to show frequency e.g. frequently, rarely…<br>-Sentences build from a more general idea to more specific<br>-Use emotive language to show personal response<br>-Drop in 'ing' clauses with specific teaching of use of relative clause for extension (yr4)<br>-informal language | - ? ! …<br>- ,  marking clauses<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs<br>-Appropriate choice of pronoun or noun across sentences to aid cohesion | | |
| | | *Persuasive Writing* | 2 | Revisit all AE<br>-Modal verbs | -Varies sentence lengths<br>-Wide range of subordinate conjunctions<br>-Complex sentences<br>-Complex noun phrase to add detail<br>-Fronted adverbials to clarify the writers position<br>-Prepositional phrases<br>-Modifiers are used to intensify or qualify e.g. significantly, exceptionally<br>-Repetition | - () : ; - , | -Developed introduction and conclusion using all advertising features<br>-Paragraphs developed with prioritised information<br>-Emotive language<br>-Persuasive statement<br>-Tense<br>-Rhetorical questions | | |
| | 6 | Novels and stories by a significant author | 3 | -Verb prefixes dis-, de-, mis-, over, re-<br>-Modal verb | -Active and passive voice used deliberately to heighten engagement<br>-relative clause revisit<br>-Adverbs and modal verbs indicating degrees of possibility<br>-Rhetorical questions<br>- figurative language<br>-Repetition<br>-Dialogue – verb + adverb + action<br>-Formal/informal<br>-Question tags<br>-elaboration using adverbial phrase<br>-pronouns used to hide the doer of the action. | - "" ()<br>- , to clarify meaning or avoid ambiguity<br>- ;<br>- dash to indicate a stronger division of an independent clause | -5-part story (starting at any of the 5 points)<br>-Plan opening around a description/action/dialogue<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number), Semantic cohesion<br>-secure development of Characterisation<br>-Deliberate ambiguity is set up in the mind of the reader until later in the text | | |
| | | *Newspaper Report* | 2 | -synonym/antonym | -Reported speech<br>-Direct and indirect speech<br>-active and passive voice used deliberately to heighten engagement. E.g. The café chairs were broken.<br>-Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.<br>-Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.<br>-Modifiers are used to intensify and qualify e.g. insignificant amount, exceptionally.<br>-Fronted adverbials used to clarify writer's position e.g. As a | - Punctuation for parenthesis ()<br>- ,<br>- : independent clauses and lists<br>- ""<br>- , to avoid ambiguity | -past tense<br>-Paragraphs developed with prioritised information into columns.<br>-subheadings<br>-Formal language throughout to engage<br>-Quotations are succinct/emotive | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | consequence of the accident,<br>-complex noun phrases e.g. the dilapidated fencing around the enclosure was extremely dangerous<br>-Prepositional phrases used cleverly e.g. I the event of a fire… | | | | |
| | | *Review* | 2 | -Modal verbs | -Varied sentence lengths<br>-Fronted adverbials<br>-Relative clauses<br>-Subordinating conjunctions – relative pronoun, condition, manner, cause and effect, comparison. | - ? ! … () : ; -, "" | - Developed introduction and conclusion for review<br>-Paragraphs developed with prioritised information<br>-View point transparent for the reader<br>-Emotive language used throughout<br>- Arguments are well structured that answer the reader's questions | | |

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| **Pentecost 2** | | | | | | | | |
| **T** | **YR** | **Genre** | **Wks** | **Word Structure** | **Sentence Construction** | **Punctuation** | **Text Structure** | **Anchor/ supporting** | **Outcome** |

| **T** | **YR** | **Genre** | **Wks** | **Word Structure** | **Sentence Construction** | **Punctuation** | **Text Structure** | **Anchor/ supporting** | **Outcome** |
|---|---|---|---|---|---|---|---|---|---|
| | EYFS | Story – traditional tale Recount Non-Fiction | | | -simple sentences<br>-openers | . | -story language<br>-labels<br>-captions<br>-diagrams | | |
| | 1 | Stories with a Familiar setting | 3 | -Expanded noun phrase | -Simple sentences.<br>-Compound sentence – using 'and'<br>- Simple conjunction – 'because'<br>- Embellish simple sentences using adjectives | -Capital Letters (inc places and personal pronoun)<br>-full stops | 5 part story | | |
| | | Letter | 2 | -Expanded noun phrase<br>- common nouns, proper nouns<br>- verbs | - Simple sentences including expanded noun phrase<br>-Compound sentence – using 'and' 'but'<br>- Simple conjunction – 'because' 'so'<br>-using pronouns to replace nouns | -Capital Letters (inc places and personal pronoun)<br>-full stops<br>- . ? | -ideas grouped in sentences in a time order | | |
| | | Advert | 2 | 2 | -Adjective<br>-Plural nouns | -Simple sentences<br>-compound sentences (and, but, for, so) | -Capital letters<br>- . ? | | |
| | 2 | Stories with a Familiar setting | 2 | - adverbs<br>- Homophones<br>-Prepositions<br>-Similes using 'as…as…' and using 'like' | -Vary sentence types<br>-Vary Sentence openers<br>- List of 3 for description<br>- Simile<br>-Subordinating conjunctions (AAAWWUBBIS) | - , commas in a list or after 'ly' Openers<br>-apostrophes for contraction and singular possession.<br>- "" inverted commas and speech bubbles | - 5 part story with more complex vocabulary.<br>- Plan opening around character, setting, time of day and type of weather.<br>-Sentences organised chronologically indicated by time related words<br>-conjunctions between sentences make reference to characters. | | |
| | | Non-Chronological Report | 2 | -Tense<br>-homophones – there/their/they're, to/too/two, no/know | -Subject/verb sentences<br>-would, could, should (modal verbs)<br>- expanded noun phrase – 2 adjectives, prepositional phrase<br>-simple adverbs<br>-subject/verb agreement e.g. He was…..They were… It happened…<br>-Openers – usually, sometimes, often<br>-Complex sentences using, for example, 'because' to explain why you do something.<br>-statement, question, exclamation | - , commas in a list or after 'ly' Openers<br>-apostrophes for contraction and singular possession. | -Brief introduction and conclusion (linking back to introduction).<br>-Structure: Heading, introduction, middle section, ending<br>-Extra tips/Did you know?<br>-Fact – True/False<br>-The consistent use of present tense versus past tense throughout text<br>-Main ideas organised in groups | | |
| | | Advert | 2 | -Expanded noun phrase<br>- Add –er or –est to adjectives<br>-Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. | -use long and short sentences to grab the reader's attention.<br>-use ambitious adjectives to grab the reader's attention<br>- coordinating conjunctions (and, if, bur, so) | - . ? !<br>- commas in a list<br>- apostrophes for contraction and singular possession. | -Heading, opening statement, key information<br>- boxes, closing statement.<br>-bullet points<br>-Written In the present tense.<br>-Main ideas organised in groups. | | |
| | 3 | Diverse/stories form | 2 | -Modified nouns<br>-modified verb | -Revisit previous narrative learning<br>-Vary sentence lengths and types<br>--Some complex sentences – AAAWWUBBIS . | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses. | -5 part story – extended vocabulary<br>-Paragraphs to organise each story part.<br>-tenses | | |

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**Pentecost 2**

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | other cultures | | | -Effect: Sentence of 3 description | - , after adverb or verb 'ing' | -How to hook a reader | | |
| | | Recount | 2 | -Use of the perfect form of verbs to mark relationship between time and cause. | -simple/compound/complex /questions/ exclamations<br>-adverbs<br>-Tenses consistent with modal verbs<br>-adverbial phrase<br>-Drop in 'ing'<br>-informal language | - ? ! …<br>- ,<br>- apostrophe to mark singular and plural possession | -clear introduction, conclusion including closing statement.<br>-paragraphs | | |
| | | Explanation | 3 | -Formation of nouns using a range of prefixes | -Simple sentences with extra description<br>-Some complex sentences –time and causal conjunctions<br>- Subordinating conjunctions and UFRROONS (Usually, Frequently, Regularly, Rarely, Often, Occasionally, Normally, Sometimes) | -subordinate clause<br>- apostrophes to mark plural and singular possession | -Title – How or why<br>-opening statement introduces the topic<br>-technical vocabulary<br>-series of logical steps explaining the how/why<br>-use of labelled diagrams, captions for pictures and diagrams<br>-Concluding summary statement relates the subject to the reader.<br>-effective use of paragraphs to organise ideas.<br>-Cohesive devices<br>-Present tense or past for historical | | |
| | 4 | Fantasy stories | 3 | -Modified nouns<br>-modified verb | -Revisit previous narrative learning<br>-Vary sentence lengths and types including short sentences to move events on quickly.<br>--Some complex sentences – AAAWWUBBIS – Confidently positions subordinate clause in different places within a sentence.<br>-Effect: Sentence of 3 description, sentences of 3 for actions<br>-Figurative language<br>Ext: concept of relative clause without explicit teaching | -"" plus ,!? Used correctly in direct speech.<br>- , marking clauses.<br>- , after adverb or verb 'ing'<br>- , after fronted adverbial | -5 part story – extended vocabulary<br>-Link between opening and resolution<br>-Ending should include reflection on events or the characters.<br>-Paragraphs to organise each story part.<br>-tenses<br>-How to hook a reader | | |
| | | Poetry | 2 | | -Similes and metaphors<br>-First person<br>Rhyming | "" , ? apostrophes | -Characters talk to one another<br>-Irregular rhyme and rhythm patterns, repetition of words/phrases, use phrases from everyday speech, add realistic detail, know poet's feelings | | |
| | | Explanation text | 2 | -Formation of nouns using a range of prefixes | -Simple sentences with extra description<br>-Some complex sentences –time and causal conjunctions<br>- Subordinating conjunctions and UFRROONS (Usually, Frequently, Regularly, Rarely, Often, Occasionally, Normally, Sometimes) | - …<br>- , marking clauses.<br>- , after fronted adverbial and subordinate clause<br>- apostrophes to mark plural and singular possession | -Title – How or why<br>-opening statement introduces the topic and addresses the reader.<br>-technical vocabulary<br>-series of logical steps explaining the how/why<br>-use of labelled diagrams, captions for pictures and diagrams, additional information boxes and glossary to explain technical vocab. | | |

| T | YR | Genre | Wks | Word Structure | Sentence Construction | Punctuation | Text Structure | Anchor/ supporting | Outcome |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | -Concluding summary statement relates the subject to the reader.<br>-effective use of paragraphs to organise ideas.<br>-Cohesive devices<br>-Present tense or past for historical | | |
| | | Myths and Legends | 3 | - subordinate conjunction | - direct and indirect speech<br>- integrating dialogue<br>- cohesive devices including adverbials<br>- Elaboration using adverbial phrases<br>- complex expanded noun phrases<br>- relative clauses<br>- expanded 'ed' clauses<br>-Cohesive devices within paragraph – varying conjunctions, adverbials or tense choices. | - ""<br>- …<br>- , to clarify meaning or avoid ambiguity<br>- ;<br>- Punctuation for parenthesis ()<br>- , | -5 part story (starting at any of the 5 points)<br>-establish task to find something<br>-reveal setting<br>-Characters set off and overcome obstacles<br>-Dilemma – can't find it, can't get in, get trapped, get chased…<br>-solutions to dilemmas are realistic<br>-Devices to build cohesion within paragraphs – varying conjunctions, using adverbials (time, place or number)<br>-Use dialogue for characterisation or showing the reader what is happening. | | |
| | 5 | Non Chronological Report | 2 | -Use modal verbs.<br>-Prefixes for verbs; dis, de, mis, over, ise, ify.<br>-Convert adjectives in verbs using suffixes; ate, ise, ify.<br>- wide range of connectives.<br>- Appropriate adjectives. | -Simple sentences with extra description<br>-Some complex sentences – AAAWWUBBIS- after, although, as, when, while, until, because, before, if, since<br>- Confidently positions subordinate clause in different places within a sentence.<br>-Sentence length varied e.g short/long.<br>-Variety of sentence structures – simple, compound and complex.<br>-Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.<br>-Wide range of subordinate connectives e.g. whilst, until, despite. | Consolidate all previous learning.<br>() - : ; | -clear introduction and conclusion<br>-<br>-Developed introduction and conclusion using all the layout features - subheadings, captions, diagrams bold writing, questions, pictures.<br>-Present tense (unless historical)<br>-Third person<br>-Description of the phenomenon is technical and accurate.<br>-Generalized sentences are used to categorise and sort information for the reader.<br>-Purpose of the report is to inform the reader and to describe the way things are.<br>-Formal and technical language used throughout to engage the reader. | | |
| | 6 | Older Literature/ Play Script | 3 | Revisit all AE | -adverbials<br>-Clause structure-subordinate and relative clauses<br>-dialogue – good match to character<br>-Standard/non-standard English appropriately | - , for clarity<br>- : ; () - … ? ! | -Can change description into stage directions to describe the setting<br>-add dialogue to tell the audience information about the character and what's happening<br>-leave out some parts of narrative<br>-Set out dialogue as speech without inverted commas | | |

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| | | | | | | | -Stage direction in brackets – tell actors how to speak their lines and to give instructions for the action.<br>-Stage direction – present tense.<br>-Address audience needs<br>-technical terms<br>-development of characters and relationships<br>-Dramatic interest | | |
| | | Poetry | 1 | -powerful verbs<br>-nouns<br>-adjectives | -invented words and unusual word combinations. metaphors<br>-simile<br>-personification<br>-alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) -onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter).<br>-Metre: rhythm, stress patterns<br>-1st person | - () : ; - , | - Explore use of structures by known poets to organise information and impact on the reader.<br>-Present tense | | |
| | | Advertising | 3 | Revisit all AE<br>-Modal verbs | -Varies sentence lengths<br>-Wide range of subordinate conjunctions<br>-Complex sentences that use well known economic expressions<br>-Active and passive voice<br>-Complex noun phrase to add detail<br>-Fronted adverbials to clarify the writers position<br>-Prepositional phrases<br>-Modifiers are used to intensify or qualify e.g. significantly, exceptionally<br>-Repetition<br>-Persuasive statements used to change the readers opinion | - () : ; - , | -Developed introduction and conclusion using all advertising features<br>-Paragraphs developed with prioritised information<br>-Emotive language used throughout<br>-Persuasive statement<br>-Tense<br>-Rhetorical questions<br>-View point transparent for the reader | | |