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| **Year**  **1** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- Composition**  \*saying out loud what they are going to write about  \* composing a sentence orally before writing it  \* sequencing sentences to form short narratives  \*re-reading what they have written to check that it makes sense  \*discuss what they have written with the teacher or other pupils  \*read aloud their writing clearly enough to be heard by their peers and the teacher.  **Writing Vocabulary, grammar and punctuation**  \*leaving spaces between words  \*joining words and joining clauses using and  \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | \*Know that events are sequenced into a series of sentences to create simple texts that make sense.  \*Know that the main participants are human or animal.  \*Know that simple narratives use typical characters, settings and events whether imagined or real.  \*Know familiar ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create  purposeful sounding writing. | | **S&L**  \*Know and retell stories orally with actions.  \*Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.  \*Know and recall new vocabulary from the model text and wider reading.  \*Listen to/ learn stories and narrative texts that use the features required for  the writing.  **Plan**  \* Know the intended audience and the purpose of the story (e.g. to scare,  amuse, and teach a moral…) so that plans are shaped to satisfy the audience and purpose.  \*Know the key events in a story and, with support, use planning tools- box it up grids, text maps etc- to make structured plans based on the  chosen story by changing characters and key events.  **Draft and write**  \*Say out loud what they will write about.  \*Know and use familiar ‘story language’ e.g.Once upon a time, later that day, happily ever after etc.  \*Know and use effective language from the model text.  **Edit**  \*Reads aloud their writing clearly.  \*Know to re-read what they have written to check it makes sense. | | \*Know that stories are often written in the third person and past tense.  \*Know that personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.  \*Knows that a simple adjective can be used to describe a noun e.g. large chair  \*Know that the conjunction ‘and’ is used to join ideas and create variety in the sentence structure.  \*Know that exclamation marks are used to indicate emotions such as surprise or shock e.g. Help! Oh no!  \*Know that question marks are used to form questions, e.g Who are you? said the girl. | **(For full programme of spelling- see phonics guidance)**  \* Spell words using the GPCs taught so far.  \*Spell words using common exceptions words taught so far.  \*use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  \*use the prefix un–  \* use –ing, –ed, –er and –est where no change is needed in the spelling of root words | **Punctuation**  \*Separation of words with spaces. \*Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  \*Capital letters for names and for the personal pronoun I.  **Handwriting- Letterjoin Print to Cursive Module 2 Year 1**  \* sit correctly at a table, holding a pencil comfortably and correctly.  \* begin to form pre-cursive lower-case letters in the correct direction, starting and finishing in the right place.  \* form capital letters.  \* understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Letter  capital letter word  singular  plural  sentence punctuation  full stop question mark exclamation mark  prefix  suffix  root word  common exception words  grapheme  phoneme  fiction  character  setting  events |
| **Year 2** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- Composition**  \* writing narratives about personal experiences and those of others (real and fictional)  \*writing about real events  \* writing for different purposes  \*planning or saying out loud what they are going to write about  \*writing down ideas and/or key words, including new vocabulary  \*encapsulating what they want to say, sentence by sentence  \*evaluating their writing with the teacher and other pupils  \*re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  \*proof-reading to check for errors in spelling, grammar and punctuation.  \*read aloud what they have written with appropriate intonation to make the meaning clear.  **Writing- vocabulary, grammar and punctuation**  learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  \*learn how to use sentences with different forms: statement, question, exclamation, command  \*expanded noun phrases to describe and specify  \*the present and past tenses correctly and consistently including the progressive form \*subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  \*some features of written Standard English | | \* Know that narratives and retellings are told/ written in first or third person and the past tense and use these mostly consistently and correctly.  \* Know that simple narratives use typical characters,  settings and events whether imagined or real.  \*Know and use ‘story language’ e.g.Once upon a time, later that day, happily ever after etc.  \*Make use of ideas collected from reading, e.g. using repetition to create an  effect.  \*Know that events are sequenced to create texts that  make sense.  \*Know that the main characters in narratives are human or  animal.  \*Know how characters’ personalities and emotions can be simply developed and explore examples of this in a range of texts. | | **S&L**  \*Know and retell stories with actions.  \*Retell stories orally using props  and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.  \*Use drama to deepen understanding of focus text.  **Plan**  \*Know the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose.  \*Know the key events in a story and, with support, use planning tools- box it up grids, text maps etc- to make structured plans based on the  chosen story by changing characters and key events.  \*Make plans based on the story or  narrative that has been shared by  innovating on characters, plot, ending  etc.  \*Know and understand the creative elements that make model narrative texts effective and co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.  **Draft and Write**  \*Think, say and write sentences to tell the story or real events in their own words.  \*Know how to use their plans effectively to inform their written composition.  \*Know and use examples of language choices that help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.  **Edit**  \*Know how to edit, proofread and amend their writing checking for consistent use of spelling, punctuation, tense and grammar.  \*Know that re-reading completed narratives aloud, for example, to a partner, small group or the  Teacher supports the editing process. | \*Know how to join sentences using co-ordinating conjunctions e.g. and, so and begin to extend sentences using subordinating conjunctions e.g.  because, when, if, that.  \*Know that exclamation sentences can be used to indicate emotions such as surprise or shock e.g.  Help! Oh no! and punctuate with an exclamation mark.  \*Know how to include questions, including rhetorical questions to engage the reader and punctuate with a question mark.  \*Know how to identify and use expanded noun phrases to create  effective descriptions, e.g. the deep, dark woods.  \*Know how to use commas to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.  \*Know that verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.  \*Know that the past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating.  \*Know how to use apostrophes to show possession e.g. Handa’s Hen.  \*Know how to use apostrophes to show contraction. | **(For full programme of spelling- see phonics guidance)**  \*segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  \* learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  \*learn to spell common exception words  \*learn to spell more words with contracted forms  \*learning the possessive apostrophe (singular)  \*distinguish between homophones and near-homophones  \*add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  \* use –ing, –ed, –er and –est where a change is needed in the spelling of root words | **Punctuation**  \*Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. \*Commas to separate items in a list.  \*Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.  **Handwriting**  **Letterjoin Print to Cursive Module 3 Year 2**  \*form lower-case letters of the correct size relative to one another.  \*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  \*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  \*use spacing between words that reflects the size of the letters. | noun  noun phrase statement question  exclamation command compound  suffix  adjective adverb  verb  tense (past, present) apostrophe comma  generalisers |

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| Year 3/4 | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English  \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  similar ways) and to practise these.  **Writing- grammar**  \*extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  \*using the present perfect form of verbs in contrast to the past tense \*choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  \*Introduction to paragraphs as a way to group related material \* \*Headings and sub-headings to aid presentation  \* using conjunctions, adverbs and prepositions to express time and cause \* using fronted adverbials  \* indicate grammatical and other features by:  \* using commas after fronted adverbials  \*Use of the forms a or an according to whether the next word begins with a consonant or a vowel  **Year 4**  \*The grammatical difference between plural and possessive –s \*Standard English forms for verb inflections  \*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  **Writing- composition**  Plan their writing by:  \* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar \* discussing and recording ideas  Draft and write by:  \* composing and rehearsing sentences orally  \*progressively building a varied and rich vocabulary and an increasing range of sentence structures  \* organising paragraphs around a theme  \* in non-narrative material, using simple organisational devices  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing and suggesting improvements \* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  \* proof-read for spelling and punctuation errors  \* read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | \*Know narratives and retellings are written in first or third person and usually in the past tense, occasionally these are told in the present tense.  \*Know that paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.  \*Know through model texts and exposure to reading that narratives use typical characters, settings and events whether imagined or real.  \*Know that dialogue can be used to convey characters’ thoughts and to move the  narrative forward.  \*Know and apply language choices from the model texts and wider reading to help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (e.g policeman instead of man), expressive verbs (e.g. shouted/muttered instead of  said etc.) and figurative language etc.  \*Know that headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc.  Know that Inverted commas can be used to punctuate direct speech. | | **S&L**  \*Retell stories orally using actions, props  and plans for assistance and through drama activities.  \*Participate in drama to deepen understanding of focus text.  **Plan**  \*Know the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose.  \*Independently read successful examples of narrative writing and label/magpie effective features.  \*Know the key events in a story and use planning tools- box it up grids, text maps etc- to make structured plans based on the  chosen story by changing characters and key events.  \*Make plans based on the story or  narrative that has been shared by  innovating on characters, plot ensuring that all events lead towards the ending.  \*Make plans that include a limited number of characters and describe a few key  details that show something about their personalities.  \*Know and understand the creative elements that make model narrative texts effective and co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.  **Draft and write**  \*Know that composing and rehearsing sentences or parts of stories orally helps to ensure texts make sense.  \*Know how to use their plans to compose their narrative effectively.  \*Know how to develop descriptions, including those of characters and settings through the use of adverbials, e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition) and figurative language (metaphor, simile and alliteration).  \*Make use of ideas from reading, e.g. using repetition to create an effect.  \*Know and use narrative language from model texts and wider reading e.g. on a cold winter’s day, Dear Diary, And after all that… etc.  \*Know how to use verbs and adverbs for effect e.g. shouted/muttered instead of  said; angrily/quietly etc. to show rather than tell how characters feel and behave.  **Edit**  \*Know to re-read completed narratives aloud, e.g. to a partner, small group, to aid the editing process.  \*Know how to, more independently, edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.  \*Assess the effectiveness of their own and others’ writing and suggest/make improvements. | \*Know that events are sequenced to create chronological plots through the use of adverbials and prepositions  \*Know that adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.  .  \*Know that cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they…the boys…  \*Know how to use a wider range of subordinating conjunctions e.g. when, before, after, while, so, because.  \*Know how to use the full range of speech punctuation to indicate dialogue.  \*Know that apostrophes can be used to indicate plural possession e.g. The girls’ names, the children’s mother, the aliens’  Spaceship.  \*Know the grammatical difference between plural s and possessive s.  \*Know how to use prepositions e.g. before, after, during, near, in, because of… to enable time and place to be indicated within the narrative.  \*Know how to use the present perfect form of verbs within dialogue or a character’s thoughts, e.g. what has happened to us? What have you done? They have forgotten me… | \*Prefixes- il, un, mis, dis, re, il, im, in, sub, inter, super, anti, auto.  Suffixes- starting with a vowel added to words of more than one syllable, ation, ly, ous  \*spell homophones and near homophones  \*spell words that are often misspelt ch making *sh*, words ending in gue and que, words beginning with sc, eigh, ei or ey making *ai*, ch making *k*, ou making *u,* y making *igh,* sion, cian, ssion, tion endings, words ending in ture, sure  \* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  \* use the first two or three letters of a word to check its spelling in a dictionary  (See also Year 3 and 4 word list) | Punctuation  \*Use of inverted commas (and other punctuation to indicate direct speech- Year 4)  \*Apostrophes to mark plural possession  \*Use of commas after fronted adverbials.  **Handwriting:**  \* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  \*increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | Preposition  conjunction word family prefix  clause subordinate clause  direct speech consonant letter  vowel letter inverted commas (or ‘speech marks’)  Year 4  determiner pronoun, possessive pronoun adverbial |
| **Year 5** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- composition**  plan their writing by:  \* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  \* noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by:  \* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  \* précising longer passages  \* using a wide range of devices to build cohesion within and across paragraphs  \* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing  \* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  \* ensuring the consistent and correct use of tense throughout a piece of writing  \* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  \* proof-read for spelling and punctuation errors  **Writing vocabulary, grammar and punctuation**  \*recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  \*using passive verbs to affect the presentation of information in a sentence  \*using the perfect form of verbs to mark relationships of time and cause  \*using expanded noun phrases to convey complicated information concisely \*using modal verbs or adverbs to indicate degrees of possibility \*using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | | \*Know that narratives and retellings are written in first or third person and usually in past tense, occasionally these are told in the present tense.  \*Know that narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use adverbials and prepositions.  \*Know how to develop descriptions of characters, setting, and atmosphere through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.  \*Know that dialogue is used to convey characters’ thoughts and to move the narrative forward.  \*Know that layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1 | **S&L**  \*Know and retell stories with actions.  \*Retell stories orally using props  and plans for assistance and through drama activities  \*Participate in drama activities to deepen understanding of chosen text.  **Plan**  \*Read narrative texts that use the features required for the writing.  \*Independently read successful examples of narrative writing and label/magpie effective features.  \*Know the key events in a story and independently use planning tools- box it up grids, text maps etc- to make structured plans based on the chosen story by changing characters and key events.  \*Make plans based on the story or  narrative that has been shared by  innovating on characters, plot ensuring that all events lead towards the ending.  \*Know the intended audience and  purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose.  \*Know how to plan a limited number of characters and describe a few key details that show something about their personalities.  **Draft and write**  \*Ensure that the content and style of the writing accurately reflects the purpose and intended audience.  \*Make use of ideas from reading, e.g.  using adverbial phrases to describe  settings and characters or rhetorical  questions to engage the reader.  \*Know how to use their plans to effective construct their narrative writing  \*Make use of ideas from reading, e.g.  using short and long sentences for  different effects.  \*Recognise and use narrative language from the model text or further reading  e.g. repetition- on and on, further and further, again….  \*Know how to use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.  \*Know how adverbials can be used (e.g. therefore,however) to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).  \*Know that effective authors use strategies to show rather than tell, for example,show how a character feels by what they say or do.  \*Show how the main character has  developed as a result of the narrative.  **Edit**  \*Know and apply changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning within their own and others work.  \*Know that reading their completed narratives to other children and seeking feedback supports editing and proofreading process. | | \*Know and use the first/third person and past tense for narrative writing consistently. This can include the past progressive (e.g. the Billy Goats Gruff were eating) and present perfect (e.g. What have you done?).  \* Begin to recognise and use the  past perfect e.g. The children had  tried…earlier in the day, the goblins had  hidden… and past perfect progressive  forms e.g. the children had been  searching… they had been hoping to find  the treasure since they started on the  quest …  \*Know how the modal form can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to…  \*Know how adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all  night…, they were definitely on the  adventure of a lifetime…  \* Know that parenthesis can be used to information through the use of  brackets, dashes or commas e.g. using  brackets for stage instructions in play  script or commas – Paul, on the other  hand, was considered trustworthy.  \*Know how to use relative clauses to add further information, e.g. the witch, who  was ugly and green,…The treasure,  which had been buried in a chest… this  should include the use of commas when  required. | \*Words ending with ancy, ency, ence, ance, ent  \*Words ending is tial, cial  \*Words ending in tious, cious  \* Words ending in ible, ibly, able, ably  \*The suffix- fer  \* Words with the letter string ough  \* i before e except after c rule  \*Words with silent letters  \* Use of the hyphen  \* Homophones- nouns ending in ce and verbs ending in se  \*Homphones which are easily confused (see list)  (See also Year 5 and 6 word list) | **Punctuation**  \*Brackets, dashes or commas to indicate parenthesis  \*Use of commas to clarify meaning or avoid ambiguity  \*using hyphens to avoid ambiguity  \*using semi-colons, colons or dashes to mark boundaries between independent clauses  \*Correctly and consistently using inverted commas and other speech punctuation.  \*using a colon to introduce a list  \*punctuating bullet points consistently  **Handwriting**  \*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  \*choosing the writing implement that is best suited for a task. | modal verb  relative pronoun relative clause parenthesis bracket  dash  cohesion  ambiguity |
| **Year 6** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- composition**  plan their writing by:  \* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  \* noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by:  \* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  \* précising longer passages  \* using a wide range of devices to build cohesion within and across paragraphs  \* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing  \* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  \* ensuring the consistent and correct use of tense throughout a piece of writing  \* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  \* proof-read for spelling and punctuation errors  **Writing vocabulary, grammar and punctuation**  \*recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  \*using passive verbs to affect the presentation of information in a sentence  \*using the perfect form of verbs to mark relationships of time and cause  \*using expanded noun phrases to convey complicated information concisely \*using modal verbs or adverbs to indicate degrees of possibility \*using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | \*Know that narratives and retellings are written in first or third person and usually in past tense, occasionally these are told in the present tense.  \*Know that narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use adverbials and prepositions.  \*Know how to develop descriptions of characters, setting, and atmosphere through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language and understanding how such choices can enhance meaning.  \*Know that dialogue is used to convey characters’ thoughts and to move the narrative forward.  \*Know how to apply a wide range of cohesive devices, including adverbials, within and across sentences.  \*Know that layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1 | | | **S&L**  \*Know and retell stories with actions.  \*Retell stories orally using props  and plans for assistance and through drama activities  \*Participate in drama activities to deepen understanding of chosen text.  **Plan**  \*Read narrative texts that use the features required for the writing.  \*Independently read successful examples of narrative writing and label/magpie effective features.  \*Know the key events in a story and independently use planning tools- box it up grids, text maps etc- to make structured plans based on the chosen story by changing characters and key events.  \*Make plans based on the story or  narrative that has been shared by  innovating on characters, plot ensuring that all events lead towards the ending.  \*Know the intended audience and  the purpose of the story (e.g. to scare,  amuse, teach a moral…) so that plans are  shaped to satisfy the audience and  purpose.  \*Know how to plan a limited number of characters and describe a few key details that show something about their personalities.  **Draft and write**  \*Ensure that the content and style of the writing accurately reflects the purpose and intended audience.  \*Make use of ideas from reading, e.g.  using adverbial phrases to describe  settings and characters or rhetorical  questions to engage the reader.  \*Know how to use their plans to effective construct their narrative writing.  \*Make use of ideas from reading, e.g.  using short and long sentences for  different effects.  \*Know that by writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and  vocabulary appropriate for formal  speech e.g. the battalion traversed the  mountain range; the soldiers walked over  the mountains.  \*Know how to use a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials, to create cohesion throughout the text.  \*Know how to use repetition or ellipses for effect.  \*Know how to use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.  \*Show how the main character has  developed as a result of the narrative.  **Edit**  \*Evaluate and edit their own and others’ work, making changes to vocabulary, grammar and punctuation where necessary.  \*Know that reading their completed narratives to other children and seeking feedback supports editing and proofreading process. | \*Recognise and use the passive voice e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc.  \*Use verb tenses consistently and correctly throughout their writing.  \*Ensure correct subject verb agreement when using the singular and plural.  \*Know how to use the subjunctive form to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc.  \*Know how to use the past perfect progressive forms to indicate specific points in time e.g. the children had been searching… I had been dreaming of riding a unicorn all my life… | \*Words ending with ancy, ency, ence, ance, ent  \*Words ending is tial, cial  \*Words ending in tious, cious  \* Words ending in ible, ibly, able, ably  \*The suffix- fer  \* Words with the letter string ough  \* i before e except after c rule  \*Words with silent letters  \* Use of the hyphen  \* Homophones- nouns ending in ce and verbs ending in se  \*Homphones which are easily confused (see list)  (See also Year 5 and 6 word list) | **Punctuation**  \*Brackets, dashes or commas to indicate parenthesis  \*Use of commas to clarify meaning or avoid ambiguity  \*using hyphens to avoid ambiguity  \*using semi-colons, colons or dashes to mark boundaries between independent clauses  \*using a colon to introduce a list  \*punctuating bullet points consistently  \*Using inverted commas correctly  **Handwriting**  \*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  \*choosing the writing implement that is best suited for a task. | subject  object  active  passive synonym antonym  ellipsis  hyphen  colon  semi-colon bullet points |