

Writing at The Vines

Intent

At The Vine Primary Schools, our writing curriculum is carefully designed to ensure that students develop not only as skilled writers but also as empathetic individuals who use language to connect with and understand the world around them. We are committed to fostering a nurturing environment where students feel empowered to express themselves authentically and sensitively. Our writing curriculum encourages children to view language as a tool for connection, personal expression, and understanding of diverse perspectives.

Our aim is to develop writers who are confident, resilient, and capable of adapting their writing to different contexts, genres, and audiences. Across all key stages, we ensure that writing is anchored in high-quality texts and real-world contexts, enabling pupils to appreciate the purpose and power of written communication.

Through a carefully sequenced and genre-focused curriculum, our students build a broad range of writing skills and emotional intelligence, ultimately becoming articulate, thoughtful communicators prepared to navigate the complexities of the world around them.

Implementation

Our writing curriculum is structured across key stages to support students in their journey from foundational skills in KS1 to independent, sophisticated writing in UKS2. The curriculum is broken into specific genres, each with its own set of skills mapped out across different year groups. In KS1, we focus on building the foundational writing skills, while in KS2, we develop students' ability to write across a range of genres, from creative narrative to informative and persuasive texts.

KS1

In KS1, we begin with a focus on developing basic writing skills through the *Talk for Writing* approach. This helps pupils internalise language patterns through storytelling and oral rehearsal, which forms the bedrock of their writing development. Pupils in KS1 are gradually introduced to different types of writing, with a focus on personal expression and simple narrative forms. The curriculum is built around an overview document that gives a broad outline of the genres covered, providing a framework for developing skills progressively.

LKS2 (Y3 & Y4)

In Lower Key Stage 2 (LKS2), pupils build on the foundation of KS1, with a more structured focus on writing across various genres. We have mapped specific writing skills to each genre, ensuring that pupils develop the technical skills they need to write effectively within each genre. The genres in LKS2 include newspaper reports, biographies, narratives, recounts, non-chronological reports, poetry, and letters. Each genre is introduced with a high-quality text that serves as a model for writing. These texts are carefully selected to engage pupils and introduce them to the stylistic elements and grammatical structures specific to each genre.

In LKS2, writing tasks are not only linked to the English curriculum but also to real-world contexts, making writing more meaningful and relevant. The writing tasks are scaffolded through shared writing sessions, where pupils collaborate with teachers to explore key features of each genre, before moving on to independent writing activities.

UKS2 (Y5 & Y6)

Upper Key Stage 2 (UKS2) writing tasks continue to build on the skills developed in LKS2, but with a greater emphasis on independent writing and creativity. By this stage, pupils are expected to write with more sophistication, adapting their style and tone to suit a variety of purposes and audiences.

The genres covered in UKS2 include the same broad range, but there is a greater emphasis on developing fluency and independence within each genre. UKS2 pupils are encouraged to tackle more complex tasks, such as writing extended pieces, critically analysing texts, and producing work that explores deeper themes and issues. The focus is on refining their writing voice and ensuring their work is well-structured, grammatically accurate, and engaging.

The writing tasks are linked not only to English but also to other subjects, such as history and geography, ensuring that pupils understand the value of writing across different contexts.

Impact

The impact of our writing curriculum is evident in the growth of our students as confident, empathetic communicators. By the time they leave The Vine Primary Schools, pupils are not only proficient in writing but also capable of using their writing to explore complex ideas, communicate effectively, and empathise with others.

Throughout the curriculum, grammar, spelling, and punctuation are taught in meaningful contexts, ensuring that pupils develop the technical proficiency needed to write fluently. Writing tasks are carefully designed to encourage pupils to think critically about their audience and purpose, and to adapt their writing style accordingly.

The impact is also reflected in the way pupils engage with writing across genres. Whether they are writing creatively, reporting on real-world events, or reflecting on their experiences, students demonstrate a growing confidence in expressing themselves. They are increasingly able to write independently, taking ownership of their ideas and their writing process.

Through the genre-specific curriculum, pupils are exposed to a variety of writing tasks that challenge them to think deeply and write with empathy. They are equipped with the skills needed to express themselves clearly, adapt their writing to different situations, and understand the perspectives of others.

FS2		
Write phrases and simple sentences that can be read by themselves and others		
Year 1		
Term 1		
Skill/vocabulary to be taught	Definition	Example
Finger spaces		
A simple sentence	A simple sentence consists of an independent clause, so it contains a subject and a verb.	The dog barked.
Capital letters at the start of sentences	A proper noun is the name of a person or place	The dog
Demarcating sentences with full stops	-	I ate some cake.
Term 2		
Skill/vocabulary to be taught	Definition	Example

A simple sentence using a compound verb or subject with 'and'	A simple sentence with two adjectives or verbs.	The dog barked <i>and</i> howled.
Using a capital letter proper nouns and the personal pronoun 'I'	Proper nouns are for names of people, places and the days of the week/months	Emily ate an apple.
Term 3		
Skill/vocabulary to be taught	Definition	Example
Using a question mark	A question mark demarcates a question	What time is break time?
Using an exclamation mark	An exclamation is a sentence that expresses emotion.	Thank you Amy!

Year 2		
Term 1		
Skill/vocabulary to be taught	Definition	Example
Revision of full stops, capital letters, question marks and exclamation marks	N/A	N/A
Use commas to separate items in a list	When writing a list, you should put a comma between each item, except for the last item where you use 'and'	I need to go to the supermarket to buy eggs, milk, bread, sugar and orange juice.
Use present and past tense correctly including progressive form	The progressive verb tense, also called the continuous tense, is an English verb tense used to describe continuing actions	I am running to the park/I was running to the park.
Term 2		
Skill/vocabulary to be taught	Definition	Example
Use expanded noun phrases to describe and specify	An expanded noun phrase gives more detail or information about a noun in a simple noun phrase. This is usually done by adding	The blue butterfly flew away.

	adjectives to describe the noun in the noun phrase	
Apostrophes for contraction	A contraction is a shortened form of a word (or group of words) that omits certain letters or sounds.	Cannot = can't
Coordination using 'and, or, but'	Coordination means combining two sentences or ideas that are of equal value using a coordinating conjunction	I drove to the park but it was busy
Subordination using 'when, if, that or because'	Subordination is the process of connecting two sentences or parts of a sentence together to show that one part is more important than the other.	I went to the café because I was hungry
Apostrophes for singular possession	Apostrophe to show ownership of something.	The girl's hairband was pink.
Term 3		
Skill/vocabulary to be taught	Definition	Example
Revision of all year 2 objectives to secure	N/A	N/A

Year 3

Story					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 2 and teach: Time and place are referenced to guide the reader through the text e.g. In the morning.	Consolidate from Year 2 and teach: Simple sentences with extra description	Consolidate from Year 2 and teach: Year 3 ambitious vocabulary used Subordination/coordination: also, however, therefore,	Consolidate from Year 2 and teach: <u>Noun</u> Form nouns using prefixes.	Consolidate from Year 2 and teach: Introduce possessive apostrophes for plural nouns.	Star in the Jar (The Write Stuff Unit Plan) The Happy Prince (The Write Stuff Unit Plan)

<p>Organised into paragraphs e.g. When she arrived at the bear's house...</p> <p>Cohesion is strengthened through relationships between characters e.g Jack, his, his mother, her.</p>	<p>Some complex sentences using because, which, where, etc.</p> <p>Tense is consistent e.g typically past tense for narration, present tense in dialogue.</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed.</p> <p>Adverbials e.g. When she reached home...</p>	<p>after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as.</p> <p>Adverbs: very, rather, slightly.</p>	<p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p>	<p>Introduce inverted commas.</p>	<p>The Secret of Black Rock (The Write Stuff Unit Plan)</p> <p>Wolves in the Walls (The Write Stuff Unit Plan)</p> <p>Theseus and the Minotaur (The Write Stuff Unit Plan)</p> <p>The Incredible Book Eating Boy (The Write Stuff Unit Plan)</p> <p>The Blue Umbrella (The Write Stuff Unit Plan)</p>
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	Expanded noun phrases e.g. two horrible hours.		<p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause: then, next, soon.</p>		<p>Flood (The Write Stuff Unit Plan)</p> <p>The true story of the Three Little Pigs (The Write Stuff Unit Plan)</p> <p>Stone Age Boy (The Write Stuff Unit Plan)</p> <p>The Magic Paintbrush (The Write Stuff Unit Plan)</p>
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Recount

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 2 and teach:</p> <p>Clear introduction</p> <p>Organised into paragraphs shaped around key events (sentence families).</p> <p>A closing statement to summarise the overall impact.</p>	<p>Consolidate from Year 2 and teach:</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials e.g When we arrived, the tour</p>	<p>Consolidate from Year 2 and teach:</p> <p>Last week</p> <p>Soon</p> <p>Meanwhile</p> <p>During our school trip.</p> <p>To begin with</p> <p>I was pleased that</p>	<p>Consolidate from Year 2 and teach:</p> <p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p>	<p>Consolidate from Year 2 and teach:</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	

	guide gave us a chocolate bar.	<p>I didn't expect that</p> <p>It was difficult to</p>	<p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause: then, next, soon.</p>		
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Instructions					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 2 and teach:</p> <p>A set of ingredients and/or equipment needed are clearly outlined.</p> <p>Organised into clear points of time.</p>	<p>Consolidate from Year 2 and teach:</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p>	<p>Consolidate from Year 2 and teach:</p> <p>Afterwards</p> <p>After that</p> <p>To begin with</p>	<p>Consolidate from Year 2 and teach:</p> <p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p>	<p>Consolidate from Year 2 and teach:</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>My strong mind (Write Stuff Plan)</p>

	Adverbials e.g. When the glue dries, attach the paperclip.	Begin by	<u>Verbs</u> Present perfect forms of verbs instead of 'the'.		
		Secondly			
		The next step to	<u>Adjectives</u> Choose appropriate adjectives.		
		With a slow movement			
		With a quick pull	<u>Conjunctions</u> Express time and cause (when, so, before, after, while, because.		
		Try to	<u>Tense</u> Correct and consistent use of past and present tense.		

			<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.		
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Letter					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 2 and teach: Clear introduction	Consolidate from Year 2 and teach: Simple sentences with extra description.	Consolidate from Year 2 and teach: While, as, if, when	Consolidate from Year 2 and teach: <u>Noun</u> Form nouns using prefixes.	Consolidate from Year 2 and teach: Introduce possessive apostrophes for plural nouns.	

<p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Some letter layout features included.</p>	<p>Some complex sentences using when, if, as etc.</p> <p>Time consistent e.g modal verbs can/will.</p> <p>Adverbials e.g. When you have finished, please send it to me.</p>	<p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p>	<p>Introduce inverted commas.</p>	
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			<u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.		
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Non-Chronological Report					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 2 and teach:	Consolidate from Year 2 and teach:	Consolidate from Year 2 and teach:	Consolidate from Year 2 and teach:	Consolidate from Year 2 and teach:	The Street beneath my feet – Explanation

<p>Clear introduction</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>text (Write Stuff planning)</p>
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			<p>Express time and cause (when, so, before, after, while, because.</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause: then, next, soon.</p>		
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Newspaper Report

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 2 and teach:</p> <p>Clear introduction</p> <p>Points about the event/issue/visit</p> <p>Topic sentences</p> <p>Some newspaper layout features included</p>	<p>Consolidate from Year 2 and teach:</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Time consistent e.g modal verbs can/will.</p>	<p>Consolidate from Year 2 and teach:</p> <p>While, if, as, when.</p> <p>Witnesses felt that...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p>	<p>Consolidate from Year 2 and teach:</p> <p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p>	<p>Consolidate from Year 2 and teach:</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	

<p>A bold, eye-catching headline.</p>	<p>Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>He continued by...</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunately.</p>	<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p>		
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			Express time and cause: then, next, soon.		
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Poetry					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 2 and teach: Use simple poetry structures and to substitute own ideas, write new lines.	Consolidate from Year 2 and teach: Invent new similes and experiment with word play Use powerful nouns, adjectives and verbs;	Consolidate from Year 2 and teach:	Consolidate from Year 2 and teach: <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Consolidate from Year 2 and teach: Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Buckingham Palace- AA Milne. Please Mrs Butler – Allan Ahlberg. Chocolate Cake – Michael Rosen.

<p>Begin to organise a poems into separate verses.</p> <p>To collect suitable words and phrases, in order to write poems and short descriptions</p> <p>design simple patterns with words, use repetitive phrases</p> <p>write imaginative comparisons</p> <p>To invent calligrams and a range of shape</p>	<p>experiment with alliteration</p> <p>Write free verse; borrow or create a repeating pattern</p>		<p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p> <p><u>Tense</u></p>		<p>The Jumblies – Edward Lear.</p>
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poems, selecting appropriate words			Correct and consistent use of past and present tense.		
To write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition.			<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.		

Persuasion					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Clear introduction	Simple sentences with extra description.	Surely Obviously Clearly	<u>Noun</u> Form nouns using prefixes.	Introduce possessive apostrophes for plural nouns.	Holiday brochure Skara Brae (Write Stuff Plan)

<p>Points about subject/issue.</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Some complex sentences using when, if, as etc.</p> <p>Time consistent e.g modal verbs can/will.</p> <p>Adverbials e.g. From next week, we will start the new games.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Don't you think...</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point is</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p>	<p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because.</p>	<p>Introduce inverted commas.</p>	
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			<u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.		
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Biography					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning

<p>Clear introduction</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Time consistent e.g modal verbs can/will.</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>During his/her early life</p> <p>Soon afterwards</p> <p>Sometimes he</p> <p>Strangely</p> <p>One of the most remarkable facts about</p> <p>His/her greatest achievement was...</p>	<p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Express time and cause (when, so,</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	
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			<p>before, after, while, because.</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause: then, next, soon.</p>		
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<u>Handwriting</u>		<u>Spelling</u>		<u>Editing</u>	
<ul style="list-style-type: none"> Focusing on consolidating previous joins and learning new joins, including: <ol style="list-style-type: none"> 2 o'clock (c a d g q s) Straight letters (i l t u) Tunnel letters (n m h b p) Top joiners (o r v w) Square letters (z x) Odd letters (e f j k y) 		<p>1) Revisit Common exception words from Year 2</p> <p>2) Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>3) Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>4) Homophones</p>		<p><u>E1- Revise</u></p> <ul style="list-style-type: none"> In addition to the editing skills learned in KS1, children should be taught to edit for with increased independence: <ol style="list-style-type: none"> Apostrophes for contraction Punctuation for speech Commas for a list Paragraphing Correct use of articles (an/a) <p><u>E2 – Rewrite</u></p> <ul style="list-style-type: none"> Begin to rewrite sentences with support to ensure it makes sense, reconstruct or generally improve. 	

	<p><i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p><i>here/hear, knot/not, meat/meet</i></p> <p><i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>5) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
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actual
learn
group
heard
arrive
circle
often
build

eight
caught
centre
century
heart
breath
busy
early

continue
decide
island
minute
difficult
earth
consider
enough

perhaps
address
guard
material
recent
guide
forward
fruit

though
notice
quarter
length
library
famous
describe
mention
answer
appear

actually
extreme
February
certain
height
history
imagine
increase
interest
important

Year 4

Story					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 3 and teach:</p> <p>Link between opening and resolution.</p> <p>Links between sentences help to navigate the reader from one idea to the next e/g/ contrasts</p>	<p>Consolidate from Year 3 and teach:</p> <p>Variation in sentence structures e.g. while, although, until.</p> <p>Use embedded/relative clauses</p>	<p>Consolidate from Year 3 and teach:</p> <p>Year 4 ambitious vocabulary used.</p> <p>Conjunctions: in addition, furthermore, consequently, in the end, much later on,</p>	<p>Consolidate from Year 3 and teach:</p> <p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Aladdin and the Enchanted Lamp (The Write Stuff Unit Plan)</p> <p>Float (The Write Stuff Unit Plan)</p> <p>The Great Chocoplot (The Write Stuff Unit Plan)</p>

<p>in mood – angry mother, disheartened Jack.</p> <p>Paragraphs organised correctly to build up to the key event.</p> <p>Repetition avoided using a variety of sentence structures and ellipsis.</p>	<p>e.g. Marcus, who grinned slyly at the teacher, put the...</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously.</p> <p>Tense changes are appropriate; verbs may refer to continuous action e.g will be thinking.</p>	<p>moreover, in due course, eventually.</p>	<p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>The BFG (The Write Stuff Unit Plan)</p> <p>The Whale (The Write Stuff Unit Plan)</p> <p>The Iron Man (The Write Stuff Unit Plan)</p> <p>Charlie and The Chocolate Factory (The Write Stuff Unit Plan)</p> <p>The Feast (The Write Stuff Unit Plan)</p> <p>The Princess and the Pea (The Write Stuff Unit Plan)</p>
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			<p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		<p>The Lost Thing (The Write Stuff Unit Plan)</p> <p>The Journey (The Write Stuff unit plan)</p> <p>Bike Boy (The Write Stuff unit plan)</p>
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Recount					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 3 and teach:</p> <p>Clear introduction and conclusion.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Variation in sentence structures e.g. while</p>	<p>Consolidate from Year 3 and teach:</p> <p>Later on...</p>	<p>Consolidate from Year 3 and teach:</p> <p><u>Noun</u></p>	<p>Consolidate from Year 3 and teach:</p> <p>Apostrophe to mark singular and plural possession.</p>	

<p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>we watched the sea lion show...</p> <p>Use embedded relative clauses. E.g. The penguins, which were mainly in the water, ...</p> <p>Include adverbs to show how often e.g. Additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous</p>	<p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by...</p> <p>I felt overwhelmed when...</p> <p>I was personally affected by...</p>	<p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p>	<p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	
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	showcase inspired me.	This has changed how I feel about...	<p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
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Letter					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning

<p>Consolidate from Year 3 and teach:</p> <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised around key ideas.</p> <p>All letter layout features included.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Variation in sentence structures e.g.</p> <p>Use embedded relative clauses e.g.</p> <p>Include adverbs to show how often e.g.</p>	<p>Consolidate from Year 3 and teach:</p> <p>As I stated earlier...</p> <p>Referring to...</p> <p>This is unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p>	<p>Consolidate from Year 3 and teach:</p> <p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Inviting an Author (Write Stuff Unit Plan)</p>
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		<p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
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Non-Chronological Report

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 3 and teach:</p> <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised around key events.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Variation in sentence structures e.g. While the eggs hatch, female penguins...</p> <p>Use embedded relative clauses e.g. Penguins, which are very agile, are often seen...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Consolidate from Year 3 and teach:</p> <p>This report will</p> <p>The following information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p>	<p>Consolidate from Year 3 and teach:</p> <p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms or verbs.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	

<p>Sub-headings are used to organise information E.g. Qualities, body parts, behaviour.</p>	<p>Sentences build from a general idea to be more specific.</p> <p>Use technical vocabulary to</p>	<p>Despite the fact</p> <p>As a rule</p>	<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
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Newspaper Report					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 3 and teach:</p> <p>Clear introduction and conclusion</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Variation in sentence structures e.g. while the witness was distracted...</p> <p>As the police arrived...</p> <p>Use embedded relative clauses. E.g.</p>	<p>Consolidate from Year 3 and teach:</p> <p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that...</p>	<p>Consolidate from Year 3 and teach:</p> <p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Consolidate from Year 3 and teach:</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to</p>	<p>The Creature (Write Stuff Unit Plan)</p> <p>Wizard of Once (Write Stuff Unit Plan)</p>

<p>Information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key events.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Mrs Jones, who was very angry...</p> <p>The wolf, who had said nothing so far...</p> <p>Include adverbs to show how often e.g. Additionally, frequently, rarely.</p>	<p>She claimed that...</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p>	<p>indicate direct speech.</p>	
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			Fronted adverbials. Comma after fronted adverbials.		
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Poetry					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 3 and teach: To write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by	Consolidate from Year 3 and teach: Use language playfully to exaggerate or pretend Use similes to build images and identify	Consolidate from Year 3 and teach:	Consolidate from Year 3 and teach: <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by one addition of modifying adjectives,	Consolidate from Year 3 and teach: Apostrophe to mark singular and plural possession. Commas after fronted adverbials.	Little Red Riding Hood and the Wolf – Roald Dahl. Life Doesn't Frighten me – Maya Angelou.

<p>trimming or extended sentences</p> <p>Experiment with powerful and expressive verbs.</p> <p>To write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes.</p> <p>To write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others</p> <p>To produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.</p>	<p>clichés in own writing</p> <p>Write free verse; use a repeating pattern</p> <p>Experiment with simple forms</p>		<p>nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p>	
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			<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.		
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Persuasion					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 3 and teach: Clear introduction and conclusion.	Consolidate from Year 3 and teach: Variation in sentence structures e.g. While	Consolidate from Year 3 and teach: I believe that	Consolidate from Year 3 and teach: <u>Noun</u>	Consolidate from Year 3 and teach: 	Inviting an author into school (Write Stuff Plan)

<p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised around key ideas.</p> <p>Subheadings</p>	<p>we were at the park... As you arrive at...</p>	<p>It seems clear to me that</p>	<p>Nouns and pronouns used for clarity and cohesion.</p>	<p>Apostrophe to mark singular and plural possession.</p>	<p>Holiday Brochure – Sicily (Write Stuff Plan)</p>
	<p>Use embedded/relative clauses. E.g. Mrs Holt, who is the best teacher I know, always...</p>	<p>It is clear that</p>	<p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Commas after fronted adverbials.</p>	
	<p>The clear sea, that is always warm, is...</p>	<p>Is it any wonder that</p>	<p>Furthermore</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p>	
	<p>As I see it</p>	<p>Tremendous</p>	<p><u>Verbs</u></p> <p>Standard English forms or verbs.</p>		
	<p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>I implore you to consider</p>	<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>		
	<p>More complicated rhetorical questions are used e.g Haven't you always longed for..?</p>	<p>Extremely significant</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p>		
		<p>Inevitably</p>			
		<p>Finally</p>			
		<p>In conclusion</p>			
		<p>In summary</p>			
		<p>The evidence presented</p>			

		<p>Have you ever thought about...?</p> <p>Do you think that..?</p> <p>Fed up with..?</p>	<p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
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Biography					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning

Consolidate from Year 3 and teach:	Consolidate from Year 3 and teach:	Consolidate from Year 3 and teach:	Consolidate from Year 3 and teach:	Consolidate from Year 3 and teach:	
Clear introduction and conclusion.	Variation in sentence structures e.g. While he was eating his dinner...	In his/her early years...	<u>Noun</u>	Apostrophe to mark singular and plural possession.	
Links between sentences help to navigate the reader from one idea to the next.	Use embedded relative clauses. E.g. Brunel, who was 50 year old at this point,...	By the time he/she had...	Nouns and pronouns used for clarity and cohesion.	Commas after fronted adverbials.	
Paragraphs organised correctly around key events.	Include adverbs to show how often e.g. Additionally, frequently, rarely.	In his/her final years...	Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.	Use inverted commas and other punctuation to indicate direct speech.	
Elaboration is used to reveal the writer's emotions and responses		What is clear is that...	<u>Verbs</u>		
		Even though he/she was not popular at the time	Standard English forms or verbs.		
		Although feelings ran high	<u>Adjectives</u>		
		In many ways, it wasn't until...	Choose appropriate adjectives.		
		He/she might have been...			

	<p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. amazing structure, incredible engineering.</p>	<p>His/her one regret was...</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
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Balanced Argument

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised around key events.</p> <p>Subheadings</p>	<p>Variation in sentence structures e.g. While we may think that...</p> <p>Use embedded relative clauses. E.g. Some people, who do not have all the facts, may think...</p> <p>The angry mob, who had broken the barricade, ...</p> <p>Include adverbs to show how often e.g. Additionally, frequently, rarely.</p>	<p>This piece of writing will...</p> <p>...fell convinced...</p> <p>I intend to...</p> <p>On the other hand...</p> <p>In addition...</p> <p>It is surprising that...</p> <p>On balance...</p> <p>Finally I would like to add...</p> <p>My next point concerns...</p> <p>Furthermore...</p>	<p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by one addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms or verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	

	<p>Sentences build from a general idea to more specific.</p> <p>More complicated rhetorical questions e.g. Have you considered the impact of..?</p>	<p>Having looked at both sides, I think...because...</p> <p>Having considered the arguments for and against...</p> <p>Whilst...</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials.</p> <p>Comma after fronted adverbials.</p>		
<p><u>Handwriting</u></p> <ul style="list-style-type: none"> Improve confidence and consistency of all joins, 		<p><u>Spelling</u></p> <p>1) Rare GPCs Revise:</p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' 		<p><u>Editing</u></p> <p><u>E1- Revise</u></p>	

<p>concentrating on size and consistency.</p>	<p>The /ʌ/ sound spelt 'ou' The /g/ sound spelt 'gu' Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>2) Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>)</p> <p>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>3) Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Prefixes 'anti-' and 'inter-' Suffix '-ation' <p>Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>4) Homophones</p>	<ul style="list-style-type: none"> • In addition to the editing skills learned in KS1, children should be taught to edit for with increased independence: <ol style="list-style-type: none"> 1) Apostrophes for contraction 2) Punctuation for speech 3) Commas for a list 4) Paragraphing 5) Correct use of articles (an/a) <p><u>E2 – Rewrite</u></p> <p>Begin to rewrite sentences with support to ensure it makes sense, reconstruct or generally improve with increasing independence.</p> <p><u>E3- Reimagine</u></p> <ul style="list-style-type: none"> • Children begin to, with support, redraft a section of their writing by adding in more detail
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	<p><i>peace/piece, main/mane, fair/fare</i></p> <p><i>scene/seen, male/mail, bawl/ball</i></p> <p><i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>5) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
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accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important
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Year 5

Story					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 4 and teach: Sequence of plot may be disrupted for effect e.g. flashback	Consolidate from Year 4 and teach: Variation of sentence length. Active and passive voice used deliberately to	Consolidate from Year 4 and teach: Year 5 ambitious vocabulary used.	Consolidate from Year 4 and teach: <u>Noun</u> Locate and identify expanded noun phrases.	Consolidate from Year 4 and teach: Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and	Gorilla ((The Write Stuff Unit Plan) One Small Step (The Write Stuff Unit Plan)

Opening and resolution shape the story.	heighten engagement.		<u>Verbs</u> Use modal verbs. Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.	semi colons and hyphens.	The Nowhere Emporium (The Write Stuff Unit Plan)
Structural features of narrative included e.g repetition for effect, use of pathetic fallacy.	Wide range of subordination: whilst, until, despite.				I Believe in Unicorns (The Write Stuff Unit Plan)
Paragraphs varied in length and structure.	Embedded subordinate clauses used for economy or emphasis.		<u>Adjectives</u> Choose appropriate adjectives.		Cosmic (The Write Stuff Unit Plan)
Pronouns used to hide the doer of the action e.g. It crept into the woods.	Figurative language used to build description (sometimes clichéd)		<u>Conjunctions</u> Use a wide range of conjunctions.		The Present (The Write Stuff Unit Plan)
	Repetition is used for effect e.g. the boys ran and ran until they could run no more.		<u>Tense</u> Change tense according to features of the genre.		The Fantastic Flying Books of Mr Morris Lessmore (The Write Stuff Unit Plan)
					Computer Dad (The Write Stuff Unit Plan)

			<u>Adverbs</u> Know what an adverbial phrase is. Comma after fronted adverbials. Adverbials of time, place and number.		The Explorer (The Write Stuff Unit Plan) Rose Blanche (The Write Stuff Unit Plan)
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Recount					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 4 and teach: Develop introduction and conclusion	Consolidate from Year 4 and teach: 	Consolidate from Year 4 and teach: As it happened	Consolidate from Year 4 and teach: <u>Noun</u>	Consolidate from Year 4 and teach: Using a wide range of punctuation	

including elaborated personal response.	Variation of sentence length.	As a result of...	Locate and identify expanded noun phrases.	throughout writing including parenthesis and dashes, colons and semi colons and hyphens.	
Description of events are detailed and engaging.	Active and passive voice used deliberately to heighten engagement.	Consequently...	<u>Verbs</u> Use modal verbs.		
The information is organised chronologically with clear signals to the reader about time, place and personal response	Wide range of subordinate conjunctions used; whilst, until, despite.	Subsequently...	Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.		
Purpose of the recount and experience reveals the writer's perspective.		Unlike the rest of the group, I felt...	<u>Adjectives</u> Choose appropriate adjectives.		
		In a flash...			
		Presently	<u>Conjunctions</u> Use a wide range of conjunctions.		
		Meanwhile...			

Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	
Developed introduction and conclusion using all the letter layout features.	Variation of sentence length.	I appreciate...	<u>Noun</u> Locate and identify expanded noun phrases.	Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons and hyphens.	
Paragraphs are developed with prioritised information.	Active and passive voice used deliberately to heighten engagement.	Whilst we were waiting...	<u>Verbs</u> Use modal verbs.		
Formal language is used throughout to engage the reader.	Wide range of subordinate conjunctions used; whilst, until, despite.	Your concern...	Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.		
	Complex sentences that use well known economic expression e.g. Because of their courageous efforts,	Until this is resolved...	<u>Adjectives</u> Choose appropriate adjectives.		
		Despite speaking to the duty manager...			
		This is a disgrace			

	<p>all the passengers were saved, which was nothing short of a miracle.</p>	<p>Unfortunately</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>		
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Non-Chronological Report

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 4 and teach:</p> <p>Develop introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Variation of sentence length.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate conjunctions used; whilst, until, despite.</p>	<p>Consolidate from Year 4 and teach:</p> <p>The purpose of this report/article is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to...</p>	<p>Consolidate from Year 4 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u></p>	<p>Consolidate from Year 4 and teach:</p> <p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons and hyphens.</p>	<p>Emperor Penguins (Write Stuff Unit Plan)</p>

<p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>		<p>Many specialists consider</p> <p>Firstly, I will...</p> <p>It can be difficult</p> <p>...will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p>		
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			Adverbials of time, place and number.		
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Newspaper Report					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 4 and teach:	<p>Consolidate from Year 4 and teach:</p> <p>Variation of sentence length.</p> <p>Active and passive voice used deliberately to heighten engagement.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Until this is resolved...</p> <p>Chaos ensued</p> <p>Many panicked when...</p>	<p>Consolidate from Year 4 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons and hyphens.</p>	

	<p>Wide range of subordinate conjunctions used; whilst, until, despite.</p> <p>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.</p>	<p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasised...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p>		
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			<p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>		
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Poetry					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 4 and teach:</p> <p>To convey feelings, reflections or moods in a poem through the careful choice of words and phrases.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Invent nonsense words and situations and experiment with unexpected word combinations</p>	<p>Consolidate from Year 4 and teach:</p>	<p>Consolidate from Year 4 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and</p>	<p>Jabberwocky – Lewis Carroll.</p>

<p>To use the structures of poems to write extensions based on these, e.g. additional verses, or substituting own words and ideas.</p> <p>To use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.</p>	<p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</p>		<p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p>	<p>semi colons and hypens.</p>	<p>Matilda – Hialire Belloc.</p> <p>The Highwayman (Write Stuff Plan)</p>
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			<p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>		
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Persuasion					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Consolidate from Year 4 and teach:	Plastic Pollution (Write Stuff Planning

<p>Arguments are well constructed and answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify the writer's position</p>	<p>It appears that...</p> <p>There can be no doubt that...</p> <p>It is critical...</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows..</p> <p>I cite, for example...</p> <p>I would draw your attention to...</p> <p>I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal...</p>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p>	<p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons and hyphens.</p>	<p>Kick (Write Stuff Unit Plan)</p> <p>Refugees Speech (Write Stuff Unit Plan)</p>
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	<p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases used cleverly e.g. In the event of a blackout...</p>	<p>Unique</p> <p>Unmissable</p> <p>Take a moment to...</p> <p>Isn't it time to...</p> <p>Worried about</p>	<p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>		
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Biography

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 4 and teach:</p> <p>Develop introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response</p>	<p>Consolidate from Year 4 and teach:</p> <p>Variation of sentence length.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate conjunctions used; whilst, until, despite.</p>	<p>Consolidate from Year 4 and teach:</p> <p>In (insert year) at the age of...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had</p> <p>Nobody is sure why...</p>	<p>Consolidate from Year 4 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons and hyphens.</p>	

<p>Purpose of the recount and experience reveals the writer's perspective.</p>		<p>In spite of...</p> <p>His/her lasting legacy is that...</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>		
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Balanced Argument

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 4 and teach:</p> <p>Developed introduction and conclusion using all the argument or layout features.</p> <p>Paragraphs are developed with prioritised information.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Variation of sentence length.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate conjunctions used; whilst, until, despite.</p>	<p>Consolidate from Year 4 and teach:</p> <p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me ...</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p>	<p>Consolidate from Year 4 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify.</p>	<p>Consolidate from Year 4 and teach:</p> <p>Using a wide range of punctuation throughout writing including parenthesis and dashes, colons and semi colons.</p>	<p>Screen Use (Write Stuff Unit Plan)</p>

<p>Both points of view are transparent for the reader.</p> <p>Emotive language is used throughout to engage the reader.</p>	<p>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.</p>	<p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>The evidence presented leads me to conclude...</p>	<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p>		
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			Adverbials of time, place and number.		
<u>Handwriting</u>		<u>Spelling</u>		<u>Editing</u>	
<ul style="list-style-type: none"> Improve fluency and speed of all joins 		<p>1) Rare GPCs Words with 'silent' letters each words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>2) Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Teach extension of base words using word matrices. Teach morphemic and etymological strategies to be used when learning specific words</p> <p>3) Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>4) Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p><i>altar/alter, led/lead, steal/steel</i></p>		<p><u>E1- revise</u></p> <ul style="list-style-type: none"> In addition to the editing skills taught in KS1 and LKS1, children should be taught how to, with increasing independence, edit: <ol style="list-style-type: none"> All punctuation including commas, brackets, dashes, hyphens and semi-colons. Consistent use of tense Verb agreement Cohesion Level of formality <p><u>E2 – Rewrite</u></p> <p>Begin to rewrite sentences with support to ensure it makes sense, reconstruct or generally improve with increasing independence.</p>	

	<p><i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p>5) Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>6) Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Use a dictionary to create collections of words with common roots Teach use of dictionary to check words, referring to the first three or four letters</p> <p>7) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><u>E3- Reimagine</u></p> <p>Children begin to, with support, redraft a section of their writing by adding in more detail</p>
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<p> occur accompany according according achieve aggressive forty ancient apparent occupy </p>	<p> attached available average awkward bargain bruise category cemetery critic community </p>	<p> communicate competition conscience conscious dictionary equipped curiosity definite harass foreign </p>	<p> controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment </p>	<p> especially exaggerate hindrance excellent existence explanation familiar amateur frequently government </p>	<p> guarantee immediate knowledge experiment experience business possession disappear weight separate </p>
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Year 6

Text types to be taught:

- Story
- Recount
- Letter
- Non-chronological report
- Newspaper report
- Poetry
- Persuasion
- Biography
- Balanced argument

Story

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>The story is well structured and raises intrigue.</p> <p>Dialogue is used to move action on and heightens empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later on in the text.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Viewpoint is well controlled and precise: e.g. Maggie stared dejectedly at the floor: her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Year 6 ambitious vocabulary used.</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	<p>Kensuke's Kingdom (The Write Stuff Unit Plan)</p> <p>Thornhill (The Write Stuff Unit Plan)</p> <p>The Firework Maker's Daughter (The Write Stuff Unit Plan)</p> <p>A Monster Calls (The Write Stuff Unit Plan)</p>

	<p>Fronted adverbials used to clarify writer's position</p> <p>Figurative language is used to build up descriptions e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases are used to add detail.</p> <p>Prepositional phrases are used cleverly e.g. In the messy scramble for the bag</p>		<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		<p>Varmints (The Write Stuff Unit Plan)</p> <p>Paperman (The Write Stuff Unit Plan)</p> <p>The Graveyard Book (The Write Stuff Unit Plan)</p> <p>Hansel and Gretel (The Write Stuff Unit Plan)</p>
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Recount					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Verb forms are controlled and precise: e.g. It would be regrettable if the wildlife funds came to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p>	<p>Consolidate from Year 5 and teach:</p> <p>They are unusually</p> <p>They are rarely</p> <p>They are never</p> <p>They are very</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	<p>Letters form the lighthouse (Write Stuff Plan)</p>

<p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position: e.g. As a consequence of their actions...</p> <p>Complex noun phrases are used to add detail. E.g. The fragile eggs are slowly removed from the large mother hen</p> <p>Prepositional phrases are used cleverly e.g. In the event of a fire</p>	<p>Generally</p> <p>Be careful if</p> <p>Frequently they</p> <p>I will attempt to</p> <p>The article will frame</p> <p>It can be difficult to</p> <p>Each paragraph</p>	<p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p>		
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		More than half	Link ideas across a text using cohesive devices such as adverbials.		
		Less than half			

Letter					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 5 and teach: The report is well constructed and answers the reader's questions.	Consolidate from Year 5 and teach: Verb forms are controlled and precise: e.g. It would be helpful if you could let me know as	Consolidate from Year 5 and teach: Please do not hesitate to contact me..	Consolidate from Year 5 and teach: <u>Noun</u> Locate and identify expanded noun phrases.	Consolidate from Year 5 and teach: Use a wide range of punctuation throughout writing	Postcard From Prison The Write Stuff Unit Plan) Letter to Scrooge (Write Stuff Plan)

<p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>this would enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position: e.g. As a consequence of their actions...</p> <p>Complex noun phrases are used to add detail. E.g. The dilapidated fencing around the enclosure is extremely dangerous.</p>	<p>An early response would be gratefully appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p>		
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	Prepositional phrases are used cleverly e.g. In the event of a fire		<p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Non-Chronological Report					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
Consolidate from Year 5 and teach:	Consolidate from Year 5 and teach:	Consolidate from Year 5 and teach:	Consolidate from Year 5 and teach:	Consolidate from Year 5 and teach:	

<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise: e.g. It would be regrettable if the wildlife funds came to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position: e.g. As a consequence of their actions...</p> <p>Complex noun phrases are used to add detail. E.g. The fragile eggs are</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never</p> <p>They are very</p> <p>Generally</p> <p>Be careful if</p> <p>Frequently they</p>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p>	<p>Use a wide range of punctuation throughout writing</p>	
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	<p>slowly removed from the large mother hen</p> <p>Prepositional phrases are used cleverly e.g. In the event of a fire</p>	<p>I will attempt to</p> <p>The article will frame</p> <p>It can be difficult to</p> <p>Each paragraph</p> <p>More than half</p> <p>Less than half</p>	<p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Newspaper Report

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>Newspaper article is well constructed and answers the readers questions as much as possible.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Verb forms are controlled and precise</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	<p>Consolidate from Year 5 and teach:</p> <p>The impact of</p> <p>Despite continued efforts</p> <p>The appointed spokesperson</p> <p>In addition</p> <p>Mrs Hedges emphasised</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	<p>Goldilocks (Write Stuff Planning)</p>

<p>Headlines include puns.</p>	<p>Fronted adverbials used to clarify writer's position: e.g. As a consequence of the accident</p> <p>Complex noun phrases are used to add detail.</p> <p>Prepositional phrases are used cleverly.</p>	<p>Tragic</p> <p>Crisis situation</p> <p>Epic proportions</p> <p>Many parents refused to accept</p> <p>The horror</p> <p>Politicians also spoke of how</p>	<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Poetry

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>To write a sequence of poems linked by theme or form, e.g. a haiku calendar</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience</p> <p>Select pattern or form to match meaning and own voice</p>	<p>Consolidate from Year 5 and teach:</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	<p>Macavity: The Mystery Cat – T.S Elliot.</p>

			<p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Persuasion

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent to the reader.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Sentence length is varied e.g. long/short.</p> <p>Active and passive voice is used deliberately to heighten engagement e.g. The café chairs were broken</p> <p>Wide range of subordinate connectives e.g. whilst., until, despite.</p> <p>Complex sentences that use well known economic expression e.g.</p>	<p>Consolidate from Year 5 and teach:</p> <p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing including colons and semi colons for lists.</p>	<p>Greta – persuasive speech (Write Stuff Unit Plan)</p> <p>Anglo Saxon Battle Speech (Write Stuff Plan)</p>

<p>Emotive language is used throughout to engage the reader.</p>	<p>Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change opinion E.g. you will never need to...</p>	<p>My evidence to support this is</p> <p>On balance</p> <p>Just think how</p> <p>Now you can</p> <p>For the rest of your life</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p>	<p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Biography

Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>Use of a catchy title and introductory paragraph to draw the reader in.</p> <p>Life events in chronological order and date.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Verb forms are controlled and precise</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied</p>	<p>Consolidate from Year 5 and teach:</p> <p>Have you ever thought about...?</p> <p>He/she was especially interested in...</p> <p>He/ she is an inspiration to us all...</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	

<p>Quotes from others about what they think.</p> <p>Conclusion – how they will be remembered.</p>	<p>according to purpose.</p> <p>Fronted adverbials used to clarify writer's position: e.g. As a consequence of the accident</p> <p>Complex noun phrases are used to add detail.</p> <p>Prepositional phrases are used cleverly.</p>	<p>Luckily, he/she was encouraged</p> <p>No challenge was too great</p> <p>His/her accomplishments</p> <p>Today.... Encourages</p> <p>His/her example teaches us</p>	<p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>		
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Balanced Argument					
Text structure	Sentence Construction	Useful Vocab	Word Classes	Punctuation	Example Texts/Planning
<p>Consolidate from Year 5 and teach:</p> <p>Arguments are well constructed and answer the reader's questions.</p> <p>The writer understands the impact of the emotive language and thinks about the response.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p>	<p>Consolidate from Year 5 and teach:</p> <p>I will present</p> <p>Following that I will</p> <p>One argument for this is</p> <p>...fundamentally flawed</p> <p>... is an easy answer that avoids.</p>	<p>Consolidate from Year 5 and teach:</p> <p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p>	<p>Consolidate from Year 5 and teach:</p> <p>Use a wide range of punctuation throughout writing</p>	

<p>Information is prioritised according to the writer's point of view.</p>	<p>Sentence length is varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases are used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases are used cleverly e.g. In the event of a blackout.</p>	<p>I would never counter this view</p> <p>It seems more plausible to</p> <p>Moreover</p> <p>In point of fact</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that</p> <p>It is my conviction that</p> <p>Finally I would like to add</p> <p>Even though there has been a long history of activists.</p>	<p>Prefixes/suffixes for verbs: dis, de, mis, over, ise, ify, ate.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p>		
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			Link ideas across a text using cohesive devices such as adverbials.		
<u>Handwriting</u>		<u>Spelling</u>		<u>Editing</u>	
<ul style="list-style-type: none"> Improve fluency and speed of all joins 		<p>1) Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'. Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>2) Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'. Generating words from prefixes and suffixes</p> <p>3) Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p>		<p><u>E1- revise</u></p> <ul style="list-style-type: none"> In addition to the editing skills taught in KS1 and LKS1, children should be taught how to independently edit: <ol style="list-style-type: none"> All punctuation including commas, brackets, dashes, hyphens and semi-colons. Consistent use of tense Verb agreement Cohesion Level of formality <p><u>E2 – Rewrite</u></p> <p>Begin to rewrite sentences with support to ensure it makes sense, reconstruct or generally improve independently</p>	

	<p>The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>4) Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i></p> <p>All homophones from KS2</p> <p>5) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><u>E3- Reimagine</u></p> <p>Children begin to, with support, redraft a section of their writing by adding in more detail</p>
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individual	recommend	neighbour	symbol	appreciate
interfere	relevant	nuisance	system	conscious
interrupt	restaurant	appreciate	temperature	competition
language	signature	accommodate	thorough	definite
leisure	sincere	opportunity	committee	convenience
lightning	immediately	parliament	environment	desperate
marvellous	soldier	persuade	government	disastrous
mischievous	stomach	physical	communicate	especially
muscle	sufficient	prejudice	accommodate	equipment
necessary	suggest	privilege	embarrass	foreign
	twelfth	profession	rhyme	familiar
	variety	programme	rhythm	frequently
	vegetable	pronunciation	sacrifice	government
	vehicle	queue	secretary	guarantee
	yacht	recognise	shoulder	immediate