



English Rationale

At Guilden Morden Primary School, we believe all our children (from EYFS to Y6) are entitled to an ambitious, knowledge-rich English curriculum that ensures they will become fluent readers and writers who are able to confidently access the demands of the secondary school curriculum. Our English curriculum is driven by a canon of culturally important, high-quality texts. This is the stimulus for all our reading and writing. We have chosen texts which lead to the development of the personal and cultural capital of children at Guilden Morden. We believe that in order for our children leave Guilden Morden as successful learners, they need to have knowledge of a range of these texts.

Phonics

At Guilden Morden school, we teach children to decode (read the words on the page) using the Sounds Write phonics programme. This is a linguistic phonics programme that teaches children 175 sound-spelling correspondences over YR to Y2 and beyond. Rather than moving on to spelling rules, which have many exceptions and contradictions, children learn and apply more sound-spelling correspondences (the extended code) in their reading and writing throughout their time at Guilden Morden. The linguistic phonics approach looks at the relationship between the spoken language and the written word. Children will study three main skills to enable them to learn to read: blending, the skills of blending letters together; segmenting, separating sounds for spelling; and manipulating, swapping sounds to develop reading accuracy. All teachers receive extensive Sounds Write training to support them to deliver the linguistic phonics lessons and yearly refresher training. The programme takes the children step-by-step through phonics, introducing them to the 44 different sounds in the English language and their different spellings gradually and systematically. The programme is highly specified, carefully sequenced and code knowledge is revisited so that it is taught to be remembered. Phonics is taught whole-class and any children who did not fully grasp the learning repeat the lesson / part of the lesson that same day to ensure gaps do not form. Children working below age-related expectations still join in with the whole-class phonics lesson and then receive additional phonics teaching focused on their stage of code knowledge. This approach ensures children catch up quickly and keep up.

Reading

In YR and Y1, children practice reading the words on the page by reading texts that are fully aligned to our phonics programme. These are different to what you might read at home because they are phonically controlled to ensure they are practising previously taught sound-spelling correspondences. It is vital that children develop their code knowledge to automaticity, so they will practice reading from the same decodable text for several days until they are completely fluent. In addition, they listen to texts read to them from our reading canon to ensure they experience a rich reading diet that develops their vocabulary and background knowledge. As their code knowledge increases, children begin to read aloud texts from the reading canon. When learning to decode, children will take home a phonically controlled text to practise the mechanics of reading, and they will also take home a language-rich text to share with a family member. Once children have learnt sufficient code, the texts



they take home will be selected by them with support from their class teacher. Being able to read quickly and fluently unlocks comprehension of the written texts. Anything that occupies our attention limits our ability to think; if we have to spend too much time thinking about how to decode the words on the page, we will have reduced capacity to consider the meaning of those words. In order to optimise reading fluency, all children read aloud in whole class reading lessons. This may be individually, through echo reading or repeated reading. All children read the text as secondary readers, while the primary reader is reading aloud to maximise the amount of reading done by every child in every lesson. We pitch the texts above the national reading level for each age group in order to develop children's ability to read effortlessly over large sections of academic text as they progress through the school. We set our expectations high and anticipate that children will meet those expectations. Reading is more than lifting the words from the page; children need a rich vocabulary and background knowledge to help them understand the words they are reading. Our reading canon has been carefully selected to ensure all children develop a broad and deep vocabulary and background knowledge to develop their reading comprehension. We also read in all curriculum areas to further develop this. Across the whole school, specific reading techniques are used to ensure that all children join in with reading aloud. These include repeated reading and close reading of sections of text. Additional scaffolding may be required for the slower graspers, for example, the teacher informs the child in advance which part they are expected to read, and children may pre-read the text with an adult ahead of the whole class lesson. Teachers plan in advance which child reads which part of the text in order to push the faster graspers with more complex vocabulary or allowing opportunities for fluency for the slower graspers. As well as whole class reading aloud, there are regular opportunities for 'close reading' and 'art of the sentence' where children are expected to answer questions and write specific sentences about the passage of text they have just read. After writing, the class then have an in-depth discussion about the passage they have just read. Teachers also carefully select vocabulary to teach explicitly and implicitly from the text and children are given plentiful opportunities to pronounce the word and use it orally in a variety of contexts. We give children child-friendly definitions and do not promote guessing definitions. We run our reading lessons in this way in order to expose children to high-quality literature and develop their fluency and prosody, as well as to increase their vocabulary breadth and depth. Writing

Writing

In our writing curriculum, the content comes either from the class novel or a previously taught PKC unit. The text types are identified, introduced in a specified sequence, and revisited regularly so children learn the structures to automaticity. We use a systematic planning frame for narrative and non-fiction writing and the grammatical structures and punctuation is taught in a carefully planned sequence and revisited regularly to ensure they are embedded in long-term memory. Once children become fluent and comfortable with sentence combining using the structures taught for their year group, their working memory is freed to begin to think about audience and purpose and in KS2 to begin to convert their planning notes to a composition (Saddler, 2012). All taught writing in YR should be sentence dictation in Sounds Write lessons. It's vital that teacher's model speaking in complete sentences and that children become attuned to grammatically correct sentence structures in spoken language. The children who appear to be the 'natural' writers almost invariably live in households where spoken language is very similar to



written language, so they are not having to 'translate' their spoken thoughts into grammatically correct written thoughts. It's only 'perfect practice that makes perfect' (Vince Lombardi Jr.); we don't want children to be given plentiful opportunities for imperfect practice, so modelling is key (Lemov, Woolway, Yezzi, 2012). The yearly overview map identifies the grammar and punctuation to be taught every half term and the medium-term plans suggest where in the unit particular structures should be taught and revisited. From Y1, children are taught to write simple sentences in a specified sequence using the KLI and the sit behinds. Children are taught that simple sentences contain a subject and predicate. They learn that the predicate contains the object and the verb. This is done through lots and lots of oral rehearsal, identifying sentences and fragments, discussion, and sentence dictation. Once they have a secure understanding of simple sentences, they are introduced to commands (where the subject is implied) through sentence dictation. Children are then introduced to compound sentences using specifically identified co-ordinating conjunctions. When combining these simple sentences, the subject is retained in the second clause and therefore a comma is used. Children are not introduced to expanded noun phrases until Y2 so that they can secure their understanding of comma usage in compound sentences. In Y2, children secure their understanding of commas in lists and in complex sentences with specified subordinating conjunctions. They then learn how to use commas to separate adverbial phrases in LKS2 as well as using commas with reporting clauses in speech punctuation. This systematic approach significantly reduces the risk of comma splicing, and it prepares children for embedded clauses in UKS2. Text types are introduced in a specific order and build sequentially year on year to ensure there is enough time in the curriculum to secure a particular text type before a new one is introduced. In KS2, children begin every term by writing a biography of the author they are studying. This serves several purposes: to introduce the author and learn about other texts they have written; to begin to understand the author's motivations for writing and the context in which they wrote; to review and secure grammar and punctuation taught the previous year / term; and to give time to begin reading and analysing the class novel in reading lessons because children will use this content in their writing tasks. Opportunities for non-fiction writing are provided for all year groups linked to previously taught foundation subject units and core poems are identified. There are also opportunities for non-fiction writing in response to reading lessons. It's important to note that the poems listed are not exhaustive and schools should supplement the two-week poetry units with poems relevant for their context. NB the English subject leader must maintain oversight of poems and poets studied following the principles of the reading rationale document. Poetry is studied in reading lessons to perform and analyse. We do not ask children to write poetry.

Some key elements to our writing curriculum:

- In KS1, a core text is studied for half a term and is taken from our reading canon. In KS2, the core text is studied for one term.
- Non-fiction writing units (using content from previously taught PKC lessons) are paired with poetry units in reading lessons.
- In KS1, children learn to write simple non-fiction reports where the purpose is to inform.
- In LKS2, children learn to write non-fiction reports where the purpose is to explain.
- In UKS2, children learn to write non-fiction reports where the purpose is to discuss.



- Text types are introduced slowly with plentiful opportunities to revisit, so the structure becomes embedded and can be applied competently in other curriculum subjects.
- Children are given the layout features for the text type – they do not spend precious learning time feature spotting.
- The planning templates are consistent (using The Writing Revolution approach) to reduce cognitive load, so children can attend to how they are writing.
- Key grammar is carefully sequenced and revisited to build automaticity.
- Grammar is always taught in the context of the curriculum with plentiful teacher modelling and oral rehearsal.
- Model texts only contain previously taught grammar and punctuation and grammar and punctuation that is the focus of that unit.
- Following the principles of The Writing Revolution, most emphasis is placed on the planning and drafting stages of the writing process.

Handwriting

Fluent handwriting is crucial to allow children to think about what, not how, they are writing. We teach and practise handwriting discretely to the point where children no longer have to think about how they are forming, and later joining, their letters. In YR and Y1, children are taught a printed style in discrete handwriting lessons using a scripted pattern. They repeat the pattern as they are learning the print to ensure letters begin and finish at the correct point. In Y2, children begin to learn joined script. Children then practice the script in discrete handwriting sessions. The teacher uses their discretion as to when all children are expected to use the joined script in their writing. Fluid, automatic handwriting with a correct pencil grip and posture and position is key to writing fluency.

Assessment

Formative (at the point of teaching) assessment takes place in every lesson through regular quizzing of the children to check their understanding. This includes spelling tests from the statutory word lists and key vocabulary, as well as factual information of the context and knowledge of grammatical functions. Previous learning is revisited in the quizzes to embed the knowledge within the long-term memory. The children have termly phonics assessments (see phonics approach for details) to check for decoding ability and fluency testing using DIBELS. The research evidence indicates that generic reading comprehension tests assess children's vocabulary and background knowledge more than their reading ability. We therefore do not use generic reading comprehension tests. Reading fluency tests are a better indicator of children's reading progress. The DIBELS assessments identify whether children are reading at an age-appropriate level and give detailed diagnostic information on key aspects of reading, so that teachers know exactly where and how to give additional support. We assess pupils' writing termly against our KLI (key learning indicators), and moderate within clusters across our trust. Additionally, every year group participates in a system called Assessing Primary Writing

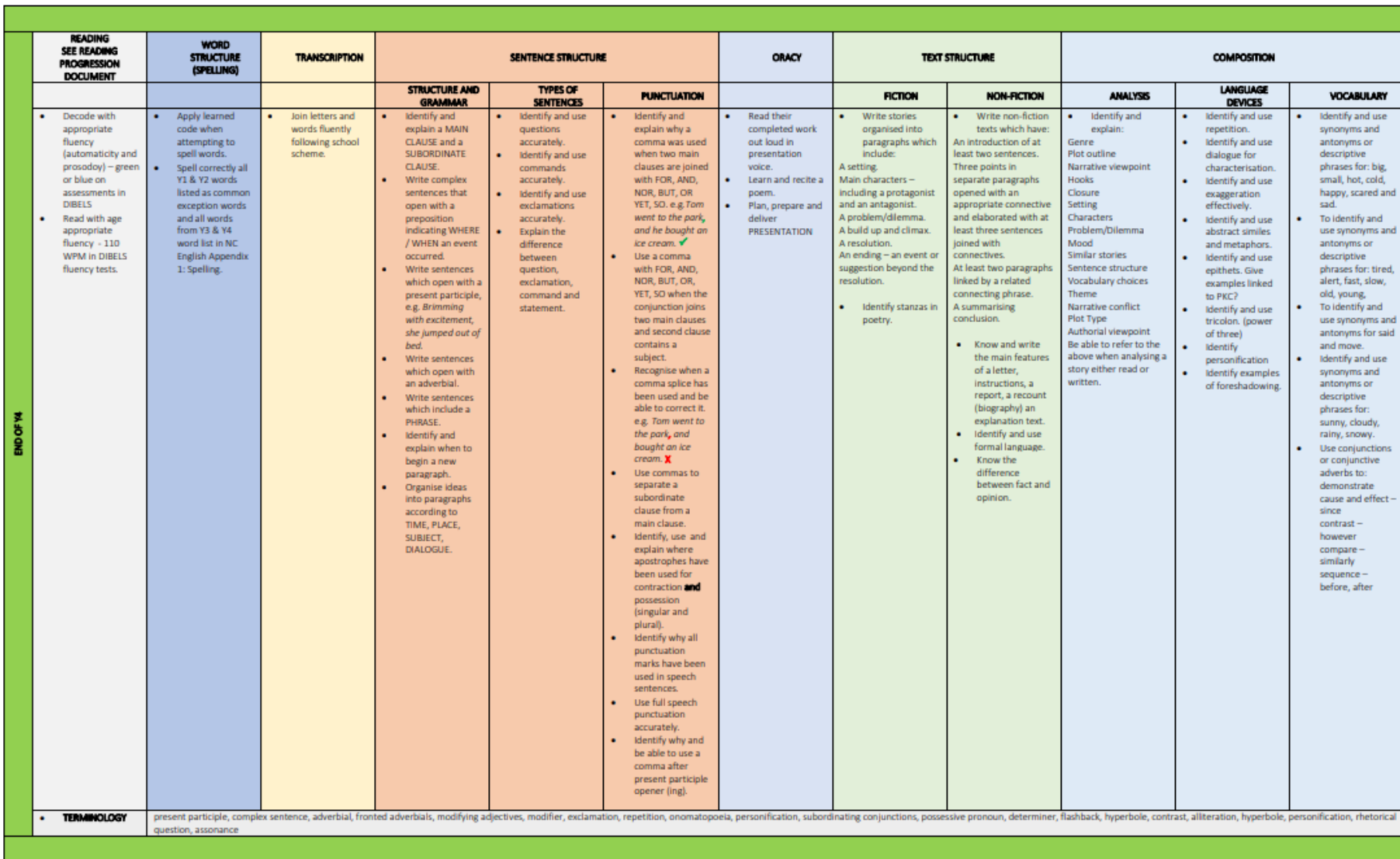
END OF RECEPTION	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	Decode the initial code	Apply learned phonic code when attempting to spell words. NB name the handwriting scheme used. If you do not have one, the Education Team recommend Debbie Hepplewhite.	- Sit correctly at a table, holding a pencil comfortably and correctly (tripod grip in almost all cases). - Form lower-case letters in the correct direction, starting and finishing in the right place. - Demarcate words with clear finger spaces. - Articulate that text reads from left to right and top to bottom. - All letters formed as per school scheme: print.	Begin to articulate that a sentence needs a subject (someone or something) and a verb (doing something).	- Use simple sentences accurately in speech. - Write a statement	- Recognise a stop mark (full stop). - Recognise a capital letter.	- Retell a familiar story in a presentation voice. - Use interactive punctuation to punctuate oral sentences. - Use past, present and future tense correctly. - Organise, clarify and sequence events when talking.	Identify and discuss the opening and resolution in a story,	Listen to and identify non-fiction texts	- Understand the difference between fiction and non-fiction. - Explain and identify: plot outline narrative viewpoint (who is telling the story) setting characters similar stories	Identify simple rhyme	Expand vocabulary using texts
	TERMINOLOGY	sound, letter, capital letter, word, full stop, question mark										



END OF Y1	READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
	Decode the extended code and polysyllabic words.	- Apply taught/learned code when attempting to spell words. - Spell all the Y1 words listed as common exception words in NC English Appendix1: Spelling.	- Writing can be read without mediation. - All letters formed as per school scheme (e.g. print). - Writing shows clear difference of ascenders and descenders.	- Identify simple sentences - subject, verb (doing or being something), object. - Know each sentence is a complete idea. - Write simple sentences. - Sentences are sequenced. - Maintain a consistent tense in writing – simple past, simple present. - Identify regular singular and plural nouns. - Identify the coordinating conjunctions: and - Identify compound sentences.	- Identify statements. - Write statements. - Identify questions. - Write questions accurately. - Know the difference between statements and questions. - Identify commands. - Write commands.	- Write sentences that open with a capital letter and close with a full-stop or question mark. - Use a capital letter for names and for the personal pronoun I.	- Read own sentences aloud in presentation voice to a group. - Use interactive punctuation to punctuate oral sentences. - Learn and retell a short story. - Learn and recite a short classic poem.	- Plan and write stories which have a clear opening, problem and resolution. - Identify the plot points in any story studied.	- Know and write the main features of instructions. - Know and write the main features of a simple report.	Explain and identify: protagonist antagonist narrative perspective plot type	- Identify adjectives and their purpose. - Use literal adjectives to describe nouns. - Identify and use simple rhymes	Identify and use at least one synonym and antonym for: size (big, small,) and temperature (hot, cold)
TERMINOLOGY	sound, letter, capital letter, lower case, word, singular, plural, punctuation, full stop, question mark											

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READING SEE READING PROGRESSION DOCUMENT	WORD STRUCTURE (SPELLING)	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION		
			STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	VOCABULARY
- Read with age-appropriate fluency (automaticity and prosody) – green or blue on assessments in DIBELS - Read with age appropriate fluency ~ 114 WPM in DIBELS fluency tests.	- Apply learned code when attempting to spell words. - Spell correctly all Y1 & Y2 words listed as common exception words, all words from Y3 & Y4 word list and 50% of words from Y5 & Y6 word list in NC English Appendix 1: Spelling.	Join letters and words fluently following school scheme.	- Identify sentences which open with a subordinate clause. - Write sentences which open with a subordinate clause. - Identify a relative clause using who, whom, which, whose, that. - Write relative clauses using who, whom, which, whose, that. - Write complex sentences that open with an adverbial indicating WHEN, WHERE, HOW and WHY events occurred. - Write sentences which include a PHRASE. - Identify and explain modal verbs: might, should, will, must - Identify and begin to explain the difference between active and passive voice.	- Identify and use questions accurately, including rhetorical. - Identify and use commands accurately. - Identify and use exclamations accurately. - Explain the difference between a question, exclamation, command and statement sentence. - Write sentences with varied structures such as: multi-clause, embedded relative clause, with phrases including question tags. - Use the subjunctive form for conditional sentences e.g. <i>if he were to arrive late...</i>	- Identify and explain commas to separate a subordinate clause. - Use commas to separate a subordinate clause. - Identify commas surrounding an embedded clause or phrase. - Use commas to separate an embedded clause or phrase. - Identify and explain where brackets, commas and dashes indicate parenthesis. - Use brackets, commas and dashes to indicate parenthesis. - Identify a semi colon and explain its function. - Use a semi colon accurately.	- Read completed work out loud in presentation voice - Learn and recite a poem. - Learn and declaim a Shakespeare soliloquy. - Plan, prepare and deliver a PRESENTATION.	- Sentences in paragraphs are logically connected with words that signal a connection or change of emphasis. - Write stories organised into paragraphs which include: - An opening which includes: - A setting, main characters, a hook, mood, in keeping with the closure. - Main characters – including a protagonist and an antagonist. - A problem/dilemma. - A mini-problem - A build up and climax. - A resolution. - An ending – an event or suggestion beyond the resolution and that references the opening. - Identify different paragraph lengths to create mood, add emphasis or alter the pace of the narrative. - Identify and understand a scene and an act in a play.	- Build cohesion within and across paragraphs using a full range of conjunctions and conjunctive adverbs. - Build cohesion within paragraphs through repetition of a word, phrase or adverbial. - Write non-fiction texts which have: - An introduction of at least two sentences that contains a hook for the reader. - Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. Each paragraph opening with an introduction and closing with a concluding sentence. - All paragraphs linked by a related connecting phrase. - A conclusion that summarises, challenges action, emphasises writer's authority and links to the introduction. - Use authoritative devices when writing non-fiction. - Know and write the main features of a letter, report, recount, instructional text, explanation text, persuasive text and argument. - Identify bias and opinion. - Know the difference between fact and opinion.	- Identify and explain: - Genre - Plot outline - Narrative viewpoint - Hooks - Closure - Setting - Characters - Problem/Dilemma - Mini-problems - Mood - Similar stories - Sentence structure - Vocabulary choices - Theme - Narrative conflict - Anthropomorphism - Plot Type - Authorial viewpoint - Tone - Be able to refer to the above when analysing a story either read or written and be able to articulate a deepening understanding	- Identify and use personification. - Identify and use pathetic fallacy. - Identify and use metaphors and similes. - Identify and explain hyperbole. - Identify and explain the overuse of adjectives and adverbs in writing. - Use specific nouns and verbs in place of noun/adjective and verb/adverb combinations. - Use assonance in poetry. - Identify and explain foreshadowing.	- Identify and use 7 synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. - Identify and use 5 synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young. - Identify and use at least 10 synonyms and antonyms for said and move. - Identify and use 4 synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. - Use conjunctions or conjunctive adverbs to: - add to – furthermore demonstrate cause and effect – as a result, therefore contrast – whereas demonstrate conditionals – unless sequence – whilst
TERMINOLOGY	past participle, relative clause, modal verb, phrase, clause, embedded clause, bracket, dash, parenthesis, mini-problem, metaphor, hyperbole, cohesion, modal verb, ambiguity, relative pronoun, scene, act, cast										

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English Curriculum Map



Whole school overview of writing with text types linked to the reading canon and PKC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R Examples of texts linked to PKC units for adult read aloud (NB not exhaustive)	What makes me a Me? The Gruffalo Here We Are The Squirrels who Squabbled Funnybones	Brave and the Fox Shackleton's Journey Mr Gumpy's Motor Car The Trainride	Whatever Next! Meet the Planets How to Catch a Star	The Enormous Turnip Oliver's Vegetables / Fruit Salad Jasper's Beanstalk The Very Hungry Caterpillar Once there were Giants	Paddington at the Palace The Queen's Hat Katie in London	Jack and the Beanstalk Prometheus and the Fire Aesop Fables – Hare and the Tortoise Anansi and the Spider George and the Dragon
PKC Unit	All About Me	Transport	Space	Growing and Changing	Kings and Queens	Stories from the Past
Writing opportunities	NB as children develop their code knowledge and confidence writing through spelling dictation lessons taught in phonics sessions and discrete handwriting lessons, they may wish to apply this knowledge to their independent writing. Indeed, they should build up to writing simple phrases and sentences that can be read by others by the end of YR. The EYFS framework identifies children should have access to a range of tools for mark making and writing, and staff should encourage children to ask for support when they are spelling words containing code not yet taught rather than guessing. Therefore, it is important that adults are continuously monitoring and checking in with children who may be writing in continuous provision.					



Year R GPS focus	- Be able to articulate that a sentence needs a subject (someone or something) and a verb (doing or being something). - Use simple sentences accurately in speech. - Identify the difference between statements and questions. - Write a simple sentence with a stop mark (full stop). - Recognise a stop mark (full stop). - Apply learned phonic code when attempting to spell words.	NB in YR writing is taught discretely during the dictation element of SW lessons. Children should apply taught code knowledge. If they are writing a word that they do not have code knowledge for yet, ask them to use the code knowledge for the sound-spelling correspondences they already know and then say, 'In this word, xx is spelt like this.' For the sound-spelling correspondences they don't know, yet. Write the sound-spelling correspondence for the child to copy. It is imperative that children learn to spell words correctly from the outset.				
Y1 (CYCLE A for mixed year groups)	Entertain / inform The Gruffalo - Julia Donaldson – narrative, 3rd person, past tense (Y2 include character, too) The Brother's Grimm Hansel and Gretel illustrated by Anthony Browne –	Entertain / Inform Coming Home - Michael Morpurgo Simple narrative of robin's journey 1st person, present tense (Y2 include character descriptions, too, letters for Y2 - dictation)	Entertain / inform - The Tales of Peter Rabbit - Beatrix Potter – recount story (Y1 simple sequencing, Y2 reader's viewpoint letter) Instructions to escape McGreggor's garden (taught)	Inform/ entertain The Emperor's New Clothes and The Little Mermaid Hans Christian Anderson – recount events to form short narratives and setting descriptions (Y2 include character description and simple speech – single character)	Entertain / inform The Jungle Book – Rudyard Kipling (Ladybird Classics) Setting descriptions (Y2 with simple speech and include character, too) Simple 3rd person narratives - recount stories	Inform / entertain - The Jungle Book – Rudyard Kipling (Ladybird Classics) Simple 3rd person narratives - recount stories. (Y2 simple speech) Shakespeare: The Tempest (Orchard books) setting description. Visual literacy



	narrative, 3 rd person, past tense (dictation) Instructions to escape the witch (dictation)		choose other tales as appropriate for class.		Linked to DT or other suitable learning – instructions 2 nd person, commands (apply)	Y2 consolidation of all grammar features for KS1 Y1 consolidation of simple and compound sentences.
Poems to perform		(Twas the Night Before Christmas – learn to perform)		(The Owl and the Pussycat – Edward Lear – learn to perform)		
PKC simple reports NB simple reports in KS1		PKC Science – Human Body Y1 simple dictation using existing code knowledge if mixed year group Y2 write with compound sentences		PKC geography – The UK Y1 simple sentences using existing code knowledge if mixed year group Y2 write with compound sentences		PKC Science: plants Y1 simple and compound sentences using and, but, so existing code knowledge if mixed year group Y2 write with compound sentences, complex



						sentences with because, if, when commas in a list
Year 1 Writing outcomes	Narrative Instructions	Narrative Setting description Simple report	narrative – recount stories (letter Y2) instructions	narrative – recount stories narrative – descriptions Simple report	narrative – recount stories narrative – descriptions Instructions	narrative – recount stories narrative – descriptions simple report
Year 1 GPS focus – core learning to secure KS1 CEW taught through SW	Simple sentences – emphasis on oral rehearsal and dictation. Writing events in past tense. 3 rd person. Know a sentence is a complete idea. Identify statements and questions. Write commands (dictation) 2 nd person in instructions (dictation)	Simple sentences – emphasis on oral rehearsal and dictation. 1 st person. Writing events in present tense. Identify fragments orally– subject missing. Know what a noun is recognize plurals. Know what a verb is. Write statements. Write questions.	Simple sentences– identify fragments orally – subject or verb missing, identify subject & verb. Recognize verbs and tenses. All sentences begin with capital letter and end with appropriate stop mark.	Identify subject, object & verb – identify main clauses. Only verbs have different tenses. Maintain tense throughout writing. Sentence stems with and, but, so introduced. 2 nd person	Identify simple and compound sentences. Not all sentences are simple. Explain what a noun is. Explain what a verb is. Explain that coordinating conjunctions ‘and’ links main clauses.	Separate simple sentences from non- simple sentences. Secure use of capital letters and appropriate stop marks. Secure maintaining tense in a piece of writing. Secure use of and to join two main clauses



	<i>Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.</i>	Apostrophes for contraction (exposure)	Secure use of full stops and question marks. 2 nd person Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Apostrophes for contraction (applying) Apostrophes for possession (exposure)	Explain apostrophes for contraction (secure) <i>Secure use of capital letter for names or people, places, days of week, months of year and pronoun I.</i> Y1 consolidation of simple and compound sentences.
Y2 (CYCLE B for mixed year groups)	Entertain / inform Owl Babies – retell story present tense, setting description (oral for Y1, consolidation for Y2) Arabian Nights	Inform / Entertain A Christmas Carol – Charles Dickens (Real Reads) pdf version available Narrative with character descriptions, (Y2)	Entertain / inform Greek Myths In the beginning and Pandora’s Box, Persephone and the Pomegranate Seeds – Geraldine McCaughrean (letters)	Inform /entertain Aesop’s Fables: The Wind and the Sun, The Wolf in Sheep’s Clothing simple narratives (Y2 with simple speech – single character & character description)	Entertain / inform King Arthur – Andrew Matthews recount extracts as narrative (Y2 with simple speech) 3 rd person narrative Retell story extracts with character descriptions (apply) (speech Y2 dictation)	Inform /entertain King Arthur – Andrew Matthews Retell extracts (Y2 with simple speech – single character) Instructions – how to dress a knight (apply) with



	Aladdin/Sinbad/Ali Baba – Usborne Illustrated Arabia – recount extracts past tense & character description Instructions (dictation for Y1 apply for Y2 linked to Arabian Nights)	setting description, too) (taught) retell extracts in 1st person (simple recount for Y1, letters for Y2)	Narrative: recount 3rd person retelling of story with character and setting descriptions 1st person letter	Linked to DT or other suitable learning – instructions 2nd person, commands (taught)	and setting description) Letter from Arthur to friends	explanation element taught as dictation) Shakespeare: Twelfth Night – character description and letter (1 week) visual literacy for overview of story Y2 consolidation of all grammar features for KS1
poems to perform			(On the Ning Nang Nong – Spike Milligan – learn to perform)		(Duck’s Ditty - Kenneth Grahame Learn to perform)	



PKC NB simple reports in KS1		PKC science Human Body Y2 dictated sentences – simple and compound (and, but, so) If mixed year groups, Y1 dictated sentences using existing code knowledge – simple sentences	Non-chronological report: Romans Y2 write with compound sentences if mixed year group: Y1 simple sentences using existing code knowledge		Non-chronological report: The Tudors Y2 write with compound sentences, complex sentences with because, if, when commas in a list if mixed year group Y1 simple and compound sentences using and, but, so existing code knowledge	
Year 2 Writing outcomes	narrative – 1st person narrative - description instructions – 2nd person	narrative recount – 1st & 3rd person letters simple report	narrative – 1st and 3rd person - description report: non chron	narrative – description & simple speech instructions	narrative – simple speech, retell story report: non-chron	narrative - description instructions letters



Year 2 GPS focus – core learning to secure KS1 CEW taught through SW	Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2 nd person	Identify present and past progressive Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession.	Complex sentences using because, if, when. Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases. Apostrophes for contraction	Simple, compound, and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive	Identify commas in lists and explain their purpose. Explain if a comma has replaced 'and' or 'or'. Use apostrophes for possession.	Explain why exclamation marks have been use. Explain apostrophes for possession. Secure all grammar taught across KS1
	Sentence level (NB see KLI for full coverage)			Text type	Narrative focus	Punctuation
Y1	Simple sentences – subject, object, verb Co-ordinating conjunctions: and, but, so Compound sentences with and, but, so			Simple narrative Simple instructions Simple report	Setting descriptions	apostrophes for contraction
Y2	Sentence level (NB see KLI for full coverage)			Text type	Narrative focus	Punctuation



	Compound sentences with and, but, so Complex sentences with because, if, when Consistent tense: simple present and past, progressive / continuous present and past Inverted commas for speech – single character apostrophes – singular and exposure to plurals commas in lists			Simple narrative Simple instructions Simple report Simple letter	Setting descriptions Character descriptions	apostrophes for possession singular (secure) plural (exposure)
Y3 (CYCLE A for mixed year groups)	Entertain/ inform Recount – 3 rd person biography of Clive King (dictation – see progression in non-fiction for elements) Stig of the Dump – Clive King	Inform / entertain Stig of the Dump – Clive King Narrative – chapter ending with dialogue	Entertain / inform The Firework Maker's Daughter (Philip Pullman) - Recount – 3 rd person biography of Philip Pullman (taught)	Inform / Entertain The Firework Maker's Daughter (Philip Pullman) – Narrative recount: character descriptions, 1 st &	Entertain / inform Recount – 3 rd person biography of Michael Morpurgo (apply) Beowulf – Michael Morpurgo (Anglo Saxons)	Entertain / inform/ discuss Beowulf – Michael Morpurgo Short story from character's perspective based on Beowulf



	(Focus on speech punctuation in reading lessons) Setting & character description, 1st & 3rd person narrative	Speech punctuation- dialogue (dictation) Letter from Barney to Stig when he goes missing	instructions: how to wash an elephant (adverbial phrases) narrative recount extracts with speech punctuation (taught) carries over the half term	3rd person narrative contd. from spring 1 Letter to father recounting part of story (Ice Trap – Meredith Hooper read in reading lessons).	Recount battle scene Retell stories 1st & 3rd person with speech punctuation (apply)	Shakespeare: Richard III (Orchard books then Marcia Williams for quotes) – 1st person narrative letters) Visual literacy – to support story structure. Learn quotes – introduction to playscripts.
poems to perform		(Jabberwocky – by Lewis Carroll Learn to perform)		(Jim – A Cautionary Tale – Hillarie Belloc Learn to perform)		
PKC		Geography spatial sense: Compare		History: Anglo Saxons		Science Rocks- what can rocks tell a



NB reports with explanation element in LKS2		London and San Francisco Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases If mixed year group, include local area. Independent writing – not dictated		People Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because) If mixed year group Y4: structuring in paragraphs using (SPO)		geologist about our planet? Compound sentences using full range of coordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently If mixed year group Y4: controlled use of GPS detailed above
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Year 3 Writing outcomes	recount – biography (dictation) narrative – 1st & 3rd person narrative with setting and character description	narrative – 1st & 3rd person with simple speech Letter explanation text (dictation)	recount – biography (taught) instructions narrative – character descriptions & simple dialogue	Narrative – character & setting descriptions letter – 1st person explanation text (taught)	Biography (apply) Narrative – plot points organized into paragraphs explanation text (apply)	Narrative – short story Intro to playscripts`
Year 3 GPS focus – core learning to secure LKS2 words and spellings taught through SW	Compound sentences with coordinating conjunctions Identify dialogue between two characters. Teach expanded noun phrases. Identify sentences that open with words other than nouns or pronouns (adverbial /	Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation). Write sentences which open with an adverbial phrase. Know the difference between a phrase and clause. Write expanded noun phrases.	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation) Write sentences which open with a preposition that include WHEN an event occurred. Use complex sentences with conjunctions: when,	Identify and explain a complex sentence. Write expanded noun phrases accurately. Awareness of relative pronouns who, whom, which, whose, that. Organise writing using complex sentences with conjunctions: when, before, while, so that, because.	Write dialogue between two characters (apply – inverted commas, opening and closing punctuation) Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present perfect.	Identify and use rhetorical questions accurately. Use one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Use present and past perfect NB SCHOOLS TO MAP



	prepositional phrase). Identify a phrase. Secure use of apostrophes for possessive singular and plural and apostrophes for contraction.	Recognise comma splices between main clauses. Identify rhetorical questions	before, while, so because. Rhetorical questions Awareness of relative pronouns who, whom, which, whose, that. NB relative clauses taught in UKS2. (not core learning)		SCHOOLS TO MAP THIS	WHERE TO COVER THESE.
Y4 (CYCLE B for mixed year groups)	Entertain / inform Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter)	Entertain / inform / discuss Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter)	Entertain / inform Recount: biography of Gillian Cross The Wooden Horse (Iliad) Gillian Cross (Marcia Williams for original quotes,	Inform / Entertain Odyssey Geraldine McCaughrean and Emma Chichester	Entertain / inform The Miraculous Journey of Edward Tulane by Kate DiCamillo Recount: biography of Kate DiCamillo (apply)	Entertain / inform/ discuss The Miraculous Journey of Edward Tulane by Kate DiCamillo Short story :



	Recount: Biography of Charles Dickens (taught) If mixed year group Y3: Dictation Narrative with dialogue (retell extracts) Full speech punctuation-dialogue (taught)	Recount: Retelling story extracts (Y4 from an alternative perspective) Letter: Fagin to Oliver from prison repenting	Focus on speech punctuation in reading lessons Setting & character description, 1st & 3rd person narrative	Narrative – chapter ending with dialogue Speech punctuation-dialogue (dictation) Letter from Odysseus to Penelope recounting (some) adventures	Character descriptions, setting descriptions	endings with suggestion beyond resolution with dialogue Shakespeare Julius Caesar - Narrative and speech (Andrew Matthews, then Marcia Williams for quotes) visual literacy for story outline.
poems to perform		Crying, my little one, footsore and weary – by Christina Rossetti Learn to perform		The Tyger – William Blake Learn to perform		



PKC NB reports with explanation element in LKS2		History Report (non-chron): The Legacy of the ancient Greeks Independent writing – not dictated If mixed year group Y3, Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases		Geography- Describing Eastern Europe (Human and Physical) structuring in paragraphs using (SPO) If mixed year group Y3: Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)		Science Explanation text: Changing states within the water cycle Controlled use of GPS detailed below If mixed year group Y3 Compound sentences using full range of coordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently
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Year 4 Writing outcomes	recount – biography (dictation) narrative – 1 st & 3 rd person narrative with setting and character description	narrative – 1 st and 3 rd person (see GPS focus) report: non chron	Recount – biography (taught) Narrative character descriptions with dialogue (full speech punctuation) Recount – letter (see GPS focus)	3 rd person narrative short story with formal and informal language 1 st person narrative letter (formal / informal taught) explanation text	recount - biography (apply) short story extracts with full speech punctuation and secure paragraphing explanation	narrative – story ending with suggestion beyond resolution. intro to playscripts explanation
Year 4 GPS focus – core learning to secure LKS2 words and spellings taught through SW	Explain effective dialogue between two characters Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Controlled use of apostrophes for possessive singular and plural and apostrophes for contraction.	Write dialogue between two characters (dictation narration tag at beginning / end / middle) Write sentences that open with an adverbial, phrase, present participle Recognise and correct comma splices between main clauses.	Write dialogue between two characters (taught reporting clause at beginning / end / middle) Identify when to begin a new paragraph time, place, subject, dialogue Write sentences that open with a preposition WHEN /	Controlled use of expanded noun phrases. Write with embedded clauses. Write sentences with relative pronouns who, whom, which, whose, that. Organise ideas into paragraphs by time, place, subject, dialogue.	Write dialogue between two characters (reporting clause at beginning / end / middle) Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present and past perfect. SCHOOLS TO MAP THIS	Secure all grammar for LKS2 Use more than one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Secure use of present and past perfect



	Review expanded noun phrases	.	WHERE an event happened Write complex sentences with varied prepositional and adverbial openings. Identify embedded clauses. Identify relative pronouns who, whom, which, whose, that.			NB SCHOOLS TO MAP WHERE TO COVER THESE.
Y3	Sentence level (NB see KLI for full coverage)			Text type	Narrative focus	Punctuation
	Compound sentences with FANBOYS conjunctions Sentences that open with adverbial / prepositional phrase. Organise ideas Identify when to begin a new paragraph Know the difference between a phrase and clause. Identify and explain complex sentence.			recount – biography recount - letters narrative – 1st and 3rd person explanation (builds from reports)	dialogue speech punctuation	inverted commas for speech apostrophes for possession – singular and plural commas after fronted adverbial



	Consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Simple dialogue.			intro to playscripts		
Y4	Sentence level (NB see KLI for full coverage)			Text Type	Narrative focus	Punctuation
	Secure use of adverbial and prepositional phrases at the beginning of sentences. Identify when to begin a new paragraph. Explain when to begin a new paragraph. Organise ideas in to paragraphs according to time, place, subject, dialogue. Identify expanded noun phrases that contain a relative pronoun Secure consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Secure dialogue			recount – biography recount - letters narrative – 1 st and 3 rd person explanation playscripts	dialogue integrated in narrative. secure speech punctuation	full speech punctuation identify and correct comma splices use comma after present participle opener (ing)
Y5	Entertain / inform/ discuss	Inform / discuss Skellig – David Almond	Entertain / inform / discuss	Entertain / Discuss /	Entertain / inform Journey to the River sea – Eva Ibbotson	Entertain / Discuss / Inform



(CYCLE A for mixed year groups)	Skellig – David Almond Recount: biography of David Almond Recount: narrative extracts with dialogue (Character descriptions and analysis in reading lessons to use in balanced argument.)	Discussion: balanced argument (taught) - use learning from character descriptions	The Lion, the Witch and the Wardrobe – C.S. Lewis Recount: biography of C.S. Lewis (Character descriptions and analysis in reading lessons – changing perspectives to use in balanced argument.) Persuasive advert: persuading parents to evacuate their children Recount: narrative from different	The Lion, the Witch and the Wardrobe – C.S. Lewis Discussion: balanced argument (taught) Edmund – good or bad? – use learning from character descriptions	Recount: biography of Eva Ibbotson Chapter summaries (part of reading lessons) Recount: letter from Maia to friend describing her journey along the Amazon River (informal tone, descriptive vocabulary) Recount: narrative – Miss Minton's journey – begin and	Journey to the River sea – Eva Ibbotson Narrative – Miss Minton's journey Discussion: book review Macbeth – William Shakespeare/ Andrew Matthews (Act IV, Scene I The Three Weird Sisters – Shakespeare Learn to perform) Visual literacy element



			viewpoints recounting events – short story.		continue over half term	
poems to perform		The Listeners - by Walter de la Mare		The Schoolboy – William Blake (Learn to perform)		
PKC NB reports with discussion element in UKS2		History report: Baghdad Dictated passive and active voice. Dictated use of punctuation around embedded clauses. [If mixed, Y6 independently write multi-clause		Geography Discussion essay: The landscape of England is very similar. Do you agree? Applying relative clauses. Use punctuation around embedded clauses.		Science: How do astronomers think the universe started and what has happened since? Controlled use of relative clauses and punctuation around embedded clauses.



		compound sentences.]		[If mixed, Y6 use subjunctive form for opinion.]		[If mixed, Y6 secure all KS2 GPS.]
Year 5 Writing outcomes	recount: biography narrative with dialogue	discussion: balanced argument (dictation) report: (history)	recount: biography recount: narrative with viewpoint – short story discussion report (history)	discussion: balanced argument (taught) discussion report (geography)	recount: letter informal narrative with formal dialogue build up to own story report: nonfiction (history)	playscripts & dialogue narrative letters / diaries report: Book review playscripts
Year 5 GPS focus – core learning to secure UKS2 words and spellings	Securing speech punctuation with narrative tags at beginning, middle and end. Identify relative clauses (dictation) Identify punctuation around embedded clauses (dictation)	Identify passive voice Identify active voice Identify formal and informal language	Identify passive voice Explain active voice Use formal and informal language Identify modal verbs Use relative clauses (taught)	Identify subjunctive (conditional only) Use modal verbs Identify bias and opinion. Use relative clauses and punctuation around embedded clauses (apply)	Use passive voice Use conditional subjunctive Modal verbs Controlled use of speech punctuation	Use conditional subjunctive Controlled use of relative clauses and punctuation around embedded clauses



taught through SW	Identify passive voice Identify active voice		Use punctuation around embedded clauses (taught)			
Y6 (CYCLE B for mixed year groups)	Discuss / Inform / Entertain Dystopian novel recount: biography of Ross Welford The 1,000 year-old-boy – Ross Welford narrative extracts with dialogue character descriptions	Inform / Discuss / Persuade The 1,000 year-old-boy – Ross Welford character descriptions 1st person narrative – (perspectives)	Entertain / persuade / inform The Boy in the Tower – Polly Ho Yen recount: biography of Lois Lowry / Polly Ho Yen narratives – 1st and 3rd person	Entertain / Inform / Discuss The Boy in the Tower – Polly Ho Yen narrative from different viewpoints recounting events short story (Or The Giver – Lois Lowry Dystopia alternative for single year	Explain / Inform/ Entertain report: Life and times of George Orwell Animal Farm – George Orwell chapter summaries (part of reading lessons) Securing GPS.	Discuss / Entertain/ Inform Animal Farm – George Orwell narrative: diary entry/ies from character/s. analysis essay & book review Romeo and Juliet – Shakespeare / Andrew Matthews Learn prologue to perform



	discussion: balanced argument - (dictation)		(Or The Giver – Lois Lowry Dystopia alternative for single year group) Planning not currently available	group) Planning not currently available		Visual literacy
Poems to perform (Reading Lessons)		WWI poets – Rupert Brook, Siegfried Sassoon, Wilfred Owen schools to choose		(I wandered lonely as a cloud – Wordsworth learn to perform.)		
PKC NB reports with discussion element in UKS2		Science Explanation text: How the circulatory system works		Geography: North America is a large and diverse continent. Explain why a geographer might say this. Use subjunctive form for opinion.		Non-chronological report: Cold War Secure use of KS2 GPS If mixed, Y5 controlled use of relative clauses and



				If mixed, Y5 applying relative clauses. Use punctuation around embedded clauses.		punctuation around embedded clauses
Year 6 Writing outcomes	recount: biography narrative with dialogue (formal and informal tone) discussion: balanced argument (formal) – continues next half term.	1 st person narrative persuasion: letter explanation text (science)	recount: biography 1 st & 3 rd person narrative dialogue and characters' perspectives (more than one) report discussion from history unit	narrative with viewpoint – short story report: discussion from geography unit	recount: biography report: discussion Cold War (history)	narrative discussion – analysis essay report: book review play scripts
Year 6 GPS focus – core learning to secure	Review direct speech with reporting clause at beginning, embedded and end.	Secure multi-clause sentences and associated punctuation: <i>Identify and write multi-clause compound sentences</i>	Subjunctive – opinion, belief, purpose, intention, desire (taught)	Subjunctive – opinion, belief, purpose, intention, desire (apply)	Secure all KS2 grammar, punctuation and spelling	Secure all KS2 grammar, punctuation and spelling



Secure all UKS2 words and spellings taught through SW	Complex sentences that open with an adverbial phrase.	<i>joined with two different co-ordinating conjunctions</i>	Complex sentences that are extended using conjunctions to include two or more main clauses (taught).	Complex sentences that are extended using conjunctions to include two or more main clauses (apply).	Reported speech (apply)	
	Write sentences which open with a subordinate clause.	<i>Identify and write multi-clause complex sentences joined with two different subordinating conjunctions</i>	Identify a dash and explain its function.	Identify a dash and explain its function.		
	Identify and write sentences which use a relative clause.	<i>Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction</i>	Use a dash in writing (taught).	Use a dash in writing (apply).		
	Secure punctuation around embedded clauses	<i>Identify and write a combination of sentence types to avoid repetition</i>	Identify where a semi-colon, colon and dash are used to mark main clauses.	Identify where a semi-colon, colon and dash are used to mark main clauses.		
	Identify and write simple sentences to enhance the mood and/or add emphasis	Use active and passive voice	Mark the boundary between main clauses using semi-colon, colon and dash (taught).	Mark the boundary between main clauses using semi-colon, colon and dash (taught).		



		Modal verbs				
Y5	Sentence level (NB see KLI for full coverage)			Text type	Narrative focus	Punctuation
	Sentences that open with subordinate clauses. Sentences containing relative clauses. Sentences that open with adverbials indicating, when, where, how and why events occurred. Sentences that contain phrases. Identify and explain when to use modal verbs. Secure tense use: simple, progressive / continuous and perfect forms. Use subjunctive form for conditional sentences.			recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	formal and informal tone beginning to use passive voice subjunctive form – conditional more than one viewpoint dialogue integrated in narrative	semi colons to separate phrases in a list colon to introduce a list use brackets, commas, dashes for parenthesis
Y6	Sentence level (NB see KLI for full coverage)			Text Type	Narrative focus	Punctuation
	Complex sentences with more than two main clauses. Use reported speech Use subjunctive form for sentences that include opinion, belief, purpose, intention or desire.			recount – biography & letters narrative with dialogue	formal and informal tone controlled use of passive voice	semi colons to join two main clauses



	Identify and explain how hyphens can be used to avoid ambiguity. Mark the boundary between independent clauses using semi-colon, colon and dashes	discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	subjunctive form – controlled use of dialogue in narrative	colon to give additional information controlled use of brackets, commas, dashes for parenthesis
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English Progression in Writing

SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Narrative writing Generic text features	- Simple narratives and retellings are told / written in 1 st or 3 rd person. - Simple narratives are told / written in past tense. - Events are sequenced to create texts that make sense. - The main participants are human or animal. - Simple narratives use typical characters, settings and events whether imagined or real. 'Story language' (e.g. once upon a time, later that day etc.) may be used to	- Narratives and retellings are told / written in 1st or 3rd person - Narratives and retellings are told / written in past tense. - Events are sequenced to create texts that make sense. - The main participants are human or animal. They are simply developed as either good or bad characters. - Simple narratives use typical characters, settings and events whether imagined or real.	- Narratives and retellings are written in 1st or 3rd person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. - Events are sequenced to create chronological plots through the use of adverbials and prepositions. - Descriptions, (including those of settings) are developed through the use of adverbials, e.g. in the deep dark woods... - Narratives use typical characters, settings and events	- Narratives and retellings are written in 1st or 3rd person. - Narratives and retellings are written in the past tense, occasionally these are told in the present tense. - Events are sequenced to create chronology through the use of adverbials and prepositions - Descriptions, (including settings) are developed through the use of adverbials. - Narratives use typical characters, settings and events whether imagined or real.	- Narratives and retellings are written in 1st or 3rd person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. - Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language	- Narratives and retellings are written in 1 st or 3 rd person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. - Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.



	create purposeful sounding writing	• Simple speech is introduced • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs (shouted / muttered instead of said etc.), similes and alliteration	• Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language (simile, metaphor), tricolon, foreshadowing, use hyperbole.	• Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language (pathetic fallacy, extended similes and metaphors, assonance), controlled use of hyperbole, foreshadowing, tricolon, symbolism, suspense & irony).	• Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language (pathetic fallacy, extended similes & metaphors, assonance), controlled use of hyperbole, foreshadowing, tricolon, symbolism, suspense & irony).
Grammatical features	• Stories are often written in the 3 rd person and past tense e.g. Goldilocks	• Stories are often written in the 3 rd	• Paragraphs are used for organising the narrative into logical sections, e.g.	The 3 rd person and past tense are used. This can include the past progressive (e.g.	The third person and past tense are used. This can include the past progressive (e.g.	By writing for a specified audience and with a particular purpose in mind, the



	ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - Personal recounts and retellings often use the 1st person and past tense, e.g. I had tea at my granny's house on Saturday; We went to the park after school. - Sentences are demarcated using appropriate stop marks (full stops), capital letters and finger spaces. - Use of conjunctions and, but, so to join main clauses. - Question marks used to form questions, e.g. Can I have a biscuit? Who are you?	person and past tense. - The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating; Rapunzel was hoping someone would come and rescue her... - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Apostrophes used for possession, e.g. Granny's house, baby bear's bed. - Apostrophes to show contraction, e.g. Goldilocks couldn't believe her eyes. - Personal retellings often use the 1st person and past	paragraphs about the setting or characters, or paragraphs used to denote the passage of time. - Adverbs e.g. first, then, after that, finally... are used for denoting shifts in time and for structuring the narrative. - The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. - Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on.	the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. - Fronted adverbials used e.g. During the night..., in a distant field.... These should be punctuated using a comma. - The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. - Cohesion can also be created, and repetition avoided through the use of	the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of 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 ... - 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). - Modals can be used	writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. - The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. - Writers may use conditional forms such as 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
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		tense, e.g. I had tea at my granny's house on Saturday; We went to the park after school. • Sentences are demarcated using appropriate stop marks (full stops, exclamation and question marks), capital letters and finger spaces.	• Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... • 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. • Inverted commas used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases used to create effective descriptions, e.g. the deep, dark woods.	nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun	to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • 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... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.	somewhere else...etc. • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas.
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				phrases 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). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.		
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