



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Week 1	A sentence is a set of words that mean something A sentence says something about someone or about a thing Recognise when a sentence makes sense	Recap Y1- A sentence is a set of words that mean something A sentence says something about someone or about a thing Recognise when a sentence makes sense What is a noun? At it's simplest a noun is a word that identifies (names) a thing, a person or a place.	Spotlight Y2 Questions Nouns/verbs	Spotlight Y3 Questions Nouns/verbs	Spotlight Y4 Questions Nouns/verbs	Spotlight Y5 Questions Nouns/verbs
	Week 2	Sit correctly at a table, holding a pencil	Identifying a noun in a simple sentence. Plural nouns -	Use of the forms a or an according to whether the next word begins with a consonant or a vowel.	Identifying nouns in a compound sentence (revisit a/an rule in these lessons)	identify nouns in multi-clause sentences	identify nouns in multi-clause sentences

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		correctly and comfortably	adding s and -es				
		Form lower case letters in the correct direction, starting and finishing in the right place					
	Week 3	Sit correctly at a table, holding a pencil correctly and comfortably	What is a verb? At its simplest a verb is a doing, happening, or action word. An alternative verb can be chosen to give an action a modified meaning.	Spotlight Y2 What is a verb? Identify a verb in a simple sentence.	Identifying in a complex sentence (revisit a/an rule in these lessons)	Recap verbs Y4 (Spotlight questions)	Recap verbs (Spotlight questions)
		Form lower case letters in the correct direction, starting and finishing in the right place					
	Week 4	Sit correctly at a table, holding a pencil correctly and comfortably	Identify a verb in a simple sentence.	Identify the subject of a sentence. Know that pronouns nouns and proper nouns can all be the subject of a sentence.	What is a verb? Identify a verb in a simple sentence.	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence.	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence.
		Form lower case letters					

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		in the correct direction, starting and finishing in the right place				Look at the relationship between the subject/verb/object Understand that a main clause has to have a subject and a verb. Recap the difference between a phrase and a clause, taking the above into consideration.	Look at the relationship between the subject/verb/object Secure in identifying the subject/verb/object of a multi-clause sentence.
	Week 5	Sit correctly at a table, holding a pencil correctly and comfortably Form capital letters	How words combine to make a simple sentence. Understand that a simple sentence (first person) has a noun and a verb. Write simple sentences. Where does my capital letter go?	Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to have a subject and a verb. Where does my full stop go? Recognise the end of a sentence by identifying the	Identify a verb in compound and complex sentence	Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)	Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)

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			<p>Where does my full stop go?</p> <p>Look at the relationship between noun and verb agreement.</p>	<p>subject/verbs within a sentence. Is it a complete thought?</p> <p>Recap the difference between a phrase and a clause.</p>			
	Week 6	<p>Sit correctly at a table, holding a pencil correctly and comfortably</p> <p>Form capital letters</p>	<p>Write simple sentences in the first person using the pronoun 'I' correctly, considering subject-verb agreement.</p>	<p>Introduce co-ordinating conjunctions, For, Nor, Yet and So.</p> <p>Identify the co-ordinating conjunction in a range of sentence types.</p> <p>Begin to explore the use/effect of the listed conjunctions in a sentence.</p>	<p>Identify the subject of a sentence. Know that pronouns nouns and proper nouns can all be the subject of a sentence.</p>	<p>How to form a compound sentence using co-ordinating conjunctions</p> <p>Identify compound sentences with a focus on S/V/O</p> <p>Write a compound sentence with co-ordinating conjunctions</p> <p>Ensure that this skill is secure</p>	<p>Consolidate how to form a compound sentence using co-ordinating conjunctions</p> <p>Identify compound sentences with a focus on S/V/O</p> <p>Write a compound sentence with co-ordinating conjunctions</p>

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	Week 7	Sit correctly at a table, holding a pencil correctly and comfortably Form capital letters	Write simple sentences in the first and third person considering subject-verb agreement. Understand that when writing about the third person, they need to add an 's' (I run/she runs)	Begin to use listed coordinating conjunctions into their own writing accurately.	Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to have a subject and a verb. Recap the difference between a phrase and a clause. <i>Review week</i>	Revisit learning on subordinating conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and use a comma to separate the subordinate clause.	Revisit learning on subordinating conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and use a comma to separate the subordinate clause.
Autumn 1 Writing Achievement Task/Outcomes (To be filled in by English Lead)							
Autumn 2	Week 1	Capital letter for the personal pronoun I	Learn how and when to use the simple present tense using	What is a preposition? Identify prepositions in a sentence.	Spotlight Y3 Questions	Spotlight Y5 Questions Revisit Subordinating	Spotlight Y5 Questions Secure Subordinating conjunctions (A WHITE BUS)

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			<p>subject/verb agreement.</p> <p>Learn how to use the progressive forms of verbs in the present tense to make actions in progress using subject/verb agreement eg she is drumming</p>	<p>Write sentences using prepositions.</p>		<p>conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and using a comma to separate the subordinate clause.</p> <p>Look at embedded subordinate clauses with an 'ed' with a comma to demarcate for meaning.</p> <p>Commas for clauses</p>	<p>Focus on ending a sentence with a subordinate clause and embedding into a sentence.</p> <p>Commas for clauses</p>
	Week 2	Capital letter for names of people	<p>Learn how and when to use the simple past tense using subject/verb agreement.</p> <p>Learn how to use the progressive forms of verbs in the past tense to make actions in progress</p>	<p>What is a prepositional phrase? Identify prepositional phrases in a sentence Write sentences using prepositional phrases.</p>	<p>Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to have a subject and a verb.</p> <p>Recap the difference between a phrase and a clause.</p>	<p>Sentence types for effect, with a focus on combining compound and complex clauses to create a sentence. Also look at moving the clause around in the sentence for effect.</p> <p>Commas for clauses</p>	<p>Sentence types for effect, with a focus on combining compound and complex clauses to create a sentence. Commas for clauses</p>

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			using subject/verb agreement eg he was shouting				
	Week 3	Capital letter for names of people	Recap- what is a noun? What is a noun phrase? Identify nouns and noun phrases Recognise expanded noun phrases using the following guide: Determiner + adjective + noun	Revise prior learning on subordinating conjunctions when, if, that, because	Revise prior learning on co-ordinating conjunctions. Focus on when to use each conjunction. Recognise and write compound sentences using all of the coordinating conjunctions. (FANSBOYS)	What is a relative pronoun? (Who, which, that, whom, whose) Look at when to use the various pronouns. What is a relative clause? Identify relative clauses in various examples.	Secure use of relative clauses to create complex sentences. Manipulating where they appear in a sentence for effect. Commas for clauses
	Week 4	Capital letter for names of places	What is an adjective? At its simplest, an adjective describes a noun (or pronoun) - says something about it.	Introduce subordinating conjunctions until, although and even. Identify these subordinating conjunctions in a range of sentences	Recognise and write compound sentences using all of the coordinating conjunctions. (FANSBOYS)	Write sentences with relative clauses at the beginning with 'who', 'which', 'were', when', 'whose', 'that' are omitted relative pronouns. Embedded relative clauses	Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.

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			<p>Identify adjectives in sentences.</p> <p>Write simple sentences adding adjectives to nouns to create expanded noun phrases.</p>	<p>Begin to explore the use/effect of the listed conjunctions in a sentence.</p>		<p>Commas for clauses</p>	
	Week 5	<p>Capital letter for names of places</p>	<p>What is an adverb? Identify adverbs in sentences.</p>	<p>Still focusing on sentences where the subordinating conjunction is in the middle, extend the range of sentences with more than one clause using a range of subordinating conjunctions.</p>	<p>Can identify the use of paragraphs and begin to organise paragraphs around a theme.</p>	<p>Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.</p> <p>Look at a range of different ways in which we can start sentences depending on text type/the effect we want our writing to have e.g. <i>starting with an expanded 'ed' clause - Frightened of the dark, Tom hid under</i></p>	<p>Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.</p>

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						<p><i>the bed all night. Beginning with an adjective - Worried and confused, Amy...</i></p> <p>Ensure secure on commas for fronted adverbials</p>	
	Week 6	Capital letters for days of the week	Write simple sentences adding adverbs to describe verbs.	Present perfect form of verbs instead of the simple past - has/have + past participle	Can identify the use of paragraphs and begin to organise paragraphs around a theme.	Perfect form of verbs to mark relationships of time and cause	<p>Consolidate knowledge of prepositions and prepositional phrases.</p> <p>Manipulating where they appear in the sentence for effect.</p>

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	Week 7	Capital letters for days of the week	Statements: What is a statement? Write a statement that begins with a capital letter and ends with a full stop.	Consolidation and assessment techniques	Consolidation and assessment techniques	Consolidation and assessment techniques	Consolidate knowledge of prepositions and prepositional phrases. Manipulating where they appear in the sentence for effect. Consolidation and assessment techniques
Autumn 2 Writing Achievement Task/Outcomes							

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(To be filled in by English Lead)							
Spring 1	Week 1	A written sentence always begins with a capital letter and ends with a full stop	Look at the key words that questions begin with - 'Who' 'what' 'where' 'when' 'why' 'how'. Recognise questions by identifying these question words at the start of them.	Expressing time, place and cause using adverbs (for example then, next, soon, therefore) What is an adverb? Why do we use adverbs in our writing (TRaMP)? Identify adverbs in a passage.	Use headings and sub headings to aid presentation	Prepositions: Move onto developing fronted prepositional phrases for greater effect e.g. <i>Throughout the stormy winter....</i> <i>Far beneath the frozen soil.....</i>	Re-visit semi-colons to mark the boundary between clauses. Focus on the following: When is it appropriate to use semi-colons? What text type/register do semi-colons work well in? How to use semi-colons effectively so that our writing flows.
	Week 2	A written sentence always begins with a capital letter and ends with a full stop	Recognise that questions begin with a capital letter and end with a question mark. Write their own questions using the question words above, ensuring that	What is an adverbial? Identify adverbials in a passage?	Express time, place and cause using adverbs (for example then, next, soon, therefore) Expressing time, place and cause using adverbials	Recap what an expanded noun phrase is. Look at how to use expanded noun phrases effectively to embellish simple sentences. What effect does this have on the reader? When does it work well? When isn't it needed?	Re-visit and consolidate brackets, dashes and commas for parenthesis. Choosing the appropriate way to punctuate parenthesis depending on the text type/level of formality.

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			the questions begin with a capital letter and end with a question mark.				
	Week 3	Using and in place of a full stop to join two clauses. This is called a compound sentence.	<p>What is an exclamation? An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</p> <p>Recognise when exclamation marks can be used - look at the sentence starters 'How' and 'What'.</p>	Write sentences using adverbs and adverbials to provide more information about the verb.	<p>Fronted adverbials followed by a comma.</p> <p>Look at a range of ways to start a sentence with a subordinate clause, such as:</p> <ul style="list-style-type: none"> - Beginning a sentence with an -ing phrase. - Beginning a sentence with two 'ly' adverbs - Beginning a sentence with a simile - Beginning a sentence with an 'ed' word. 	<p>What is parenthesis?</p> <p>When and how to use brackets for parenthesis</p> <p>When and how to use dashes for parenthesis</p> <p>When and how to use commas for parenthesis</p>	<p>Re-visit and consolidate using semi-colons, colons and dashes to mark the boundary between two independent clauses.</p> <p>Focus on choosing the appropriate punctuation to mark the boundary between two independent clauses depending on text type/level of formality.</p>



	Week 4	Using and in place of a full stop to join two clauses. This is called a compound sentence.	Write short sentences that end with an exclamation mark.	What is a paragraph? When to start a new paragraph	Revisit Year 3 learning on subordinating conjunctions. Introduce the full range (A WHITE BUS)	What is a semi-colon? When and how to use a semi-colon to mark the boundary between two independent clauses.	Look at a range of devices to link ideas across paragraphs.
	Week 5	Using and in place of a full stop to join two clauses. This is called a compound sentence.	Identify the grammatical patterns that make a sentence a command. Write a command.	Identifying paragraph themes	Revisit subordination when the subordinate clause is at the end of the sentence.	What is a colon? When and how to use a colon to mark the boundary between two independent clauses.	Look at a range of devices to link ideas across paragraphs.
	Week 6	Using and in place of a full stop to join two clauses. This is called a compound sentence.	Recap compound sentences using 'and' to join two clauses.	Headings and sub-headings (linked to paragraph themes)	Recognise and use subordination at the front of the sentence with an 'ing' verb. Use a comma to demarcate the subordinate clause e.g. 'Flying through the air, Harry crashed into a hidden tree'.	What is a dash? When and how to use a dash to mark the boundary between two independent clauses	What is the difference between active and passive? When to use the passive.
	Week 7	Using and in place of a full stop to join two clauses.	Know that 'and' 'but' 'or' are coordinating conjunctions	Consolidation and assessment techniques <i>Review week</i>	Consolidation and assessment techniques <i>Review week</i>	What cohesive devices can we use to link our ideas across sentences?	What is the subjunctive mood? When to use the subjunctive mood?

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		This is called a compound sentence.	and that they connect two simple sentences. Know that this type of sentences is called a compound sentence.				
Spring 1 Writing Achievement Task/Outcomes							
Spring 2	Week 1	What is an exclamation mark? Where does it go?	Know that 'and' 'but' 'or' are coordinating conjunctions and that they connect two simple sentences. Know that this type of sentences is called a compound sentence.	Identify the spoken word in a text. Understand that the spoken word needs to go between inverted commas	Recognise and use subordination in the form of an embedded clause with an 'ing' verb. Place a comma either side of the subordination e.g. <i>Tom, smiling secretly, hid the magic potion book.</i>	How can we use adverbials to link our ideas across paragraphs?	What is a hyphen? Why are some words hyphenated? Hyphens for compound words to avoid ambiguity e.g. <i>man-eating shark</i>



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	Week 2	Punctuate simple sentences with an exclamation mark	Write a compound sentence using the coordinating conjunctions 'and' 'but' 'or'	<p>Know to start the spoken word with a capital letter</p> <p>Know to place the appropriate piece of punctuation depending on the sentence type before closing the inverted commas.</p> <p>Say who said the words.</p>	Commas for clauses	How can we use tense choices to link our ideas across paragraphs?	Colon to introduce a list and semi-colons within a list.
	Week 3	Punctuate simple sentences with an exclamation mark	Understand that 'when' 'if' 'that' and 'because' are subordinating conjunctions.	Understand that when there is a new speaker, we need to start a new line.	Commas for clarity	Adverbs to indicate degrees of possibility: perhaps, surely	Punctuation of bullet points to list information
	Week 4	What is a question mark? Where does it go?	Understand that subordinating conjunctions connect a main clause and a subordinate clause. Focus on sentences where the conjunction is in the middle	<p>Consolidation and assessment techniques</p> <p><i>Review week</i></p>	How to vary sentence structure in a piece of writing for effect.	Modal verbs to indicate degrees of possibility: might, should, will, must	Layout devices - teacher to decide when to teach as needs teaching during the relevant genre - headings/sub-headings/columns/bullet points/tables and paragraphs.

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			<p>of the sentence. Know that this type of sentence is called a complex sentence.</p> <p>Identify complex sentences. Pick out the main and the subordinate clause where the main clause precedes the subordinate clause. Identify the subordinating conjunction.</p>				
	Week 5	Punctuate simple sentences with a question mark.	Write a complex sentence with the subordinating conjunction in the middle of the sentence. <i>E.g. I bought a new television</i>		How to vary sentence structure in a piece of writing for effect		

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			because the old one broke.				
	Week 6	Punctuate simple sentences with a question mark.	A sentence can begin with because, if, when. Write sentences beginning with the subordinating conjunction and subordinate clause.		Consolidation and assessment techniques <i>Review week</i>		
Spring 2 Writing Achievement Task/Outcomes							
Summer 1							
	Week 1	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular	What is an apostrophe? How do we use apostrophes when writing the contracted form?		Revisit prior learning on expanded noun phrases. Focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.		

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		marker for verbs	Identifying the contracted form and knowing what the full form is.				
	Week 2	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Writing the contracted form in a sentence and punctuating accurately in a sentence.		Look at changing the adjective in an expanded noun phrase, or choosing a more specific noun to give greater effect.		
	Week 3	Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	How do we use apostrophes to show singular possession? Identifying apostrophes for singular possession		Use a range of prepositions - at, underneath, since, towards, beneath, beyond and prepositional phrases. Start a sentence with a prepositional phrase. Know the difference between a preposition and an adverb.		

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	Week 4	Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Using apostrophes for singular possession in their writing		Appropriate choice of pronoun/noun for cohesion and to avoid repetition.		
	Week 5	Using the prefix un-	<p>What is a comma?</p> <p>How to use commas to separate items in a list.</p> <p>Children to write a sentence using commas to separate items in a list.</p>		Apostrophes for singular possession		
Summer 1 Writing Achievement Task/Outcomes							

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Summer 2							
	Week 1				Apostrophes for plural possession		
	Week 2				Revisit learning on including speech in our writing from Year 3		
	Week 3				How to use inverted commas when the speech is preceded by the speaker e.g. <i>Joshua yelled, 'Sit down!'</i>		
	Week 4				How to write in the future tense.		
	Week 5						
	Week 6						
	Week 7						

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Summer 2 Writing Achievement Task/Outcomes								
Sentence		<p>How words combine to make a sentence.</p> <p>Joining words and clauses using 'and'.</p>	<p>Subordination using when, if, that because.</p> <p>Co-ordination using or, and, but.</p> <p>Expanded noun phrases.</p> <p>Sentence types.</p>	<p>Extend the range of sentences with more than one clause using a range of conjunctions, including when, if, although, because.</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted adverbials.</p>	<p>Expanded noun phrases.</p> <p>Relative clauses</p> <p>Adverbs to indicate degrees of possibility or modal verbs.</p>		<p>Passive verbs to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech - question tags, subjunctive form.</p>
Text		<p>Sequencing sentences to form a narrative.</p>	<p>Present and past tense.</p> <p>Progressive forms of verbs in the present and past tense.</p>	<p>Paragraphs.</p> <p>Headings and sub-headings.</p> <p>Present perfect form of verbs instead of the simple past.</p>	<p>Paragraphs</p> <p>Appropriate choice of pronoun/noun for cohesion.</p>	<p>Cohesive devices within paragraphs.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Perfect form of verbs to mark relationships of time and cause.</p>		<p>Wide range of devices to link ideas across paragraphs.</p> <p>Layout devices.</p>
Punctuation		<p>Separation of words with spaces.</p> <p>Capital letters, full stops, question marks, exclamation marks.</p>	<p>Capital letters, full stops, question marks, exclamation marks.</p> <p>Commas in a list.</p>	<p>Inverted commas to punctuate direct speech.</p>	<p>Inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes for plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p>		<p>Semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Colon to introduce a list and semi-colons within a list.</p>

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		Capital letters for names and the personal pronoun 'I'	Apostrophes for contraction. Apostrophes for possession.				Punctuation of bullet points to list information. Hyphens to avoid ambiguity.
Terminology		Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past present) Apostrophe, comma	Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas	Determiner Pronoun, possessive pronoun Adverbial	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity	Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points

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