



| | EYFS (skills to be taught throughout the year) | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn 1 | <p>Use large-muscle movements to develop gross motor skills.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or</p> | Week 1 | <p>A sentence is a set of words that mean something</p> <p>A sentence says something about someone or about a thing</p> <p>Recognise when a sentence makes sense</p> | <p>Recap Y1- A sentence is a set of words that mean something</p> <p>A sentence says something about someone or about a thing</p> <p>Recognise when a sentence makes sense</p> <p>What is a noun? At it's simplest a noun is a word that identifies (names) a thing, a person or a place.</p> | Spotlight Y2 Questions Nouns/verbs | Spotlight Y3 Questions Nouns/verbs | Spotlight Y4 Questions Nouns/verbs | Spotlight Y5 Questions Nouns/verbs |
| | | Week 2 | <p>Sit correctly at a table, holding a pencil correctly and comfortably</p> <p>Form lower case letters</p> | <p>Identifying a noun in a simple sentence. Plural nouns -adding s and -es</p> | 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 |

Spelling rule/pattern
N.BY1 Spellings linked to phonics groups



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| | <p>sitting on the floor.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Form lower case and capital letters correctly.</p> <p>Write their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> | | <p>in the correct direction, starting and finishing in the right place</p> | | | | | |
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| | <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write some irregular common words.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check it makes sense.</p> | | | | | | | |
| | | Week 3 | Sit correctly at a table, holding a pencil correctly | What is a verb? At its simplest a verb is a doing, happening, or action word. An alternative verb can be chosen to | 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) |

Spelling rule/pattern
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| | | | and comfortably | give an action a modified meaning. | | | | |
| | | Week 4 | <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Sit correctly at a table, holding a pencil correctly and comfortably</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> | 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. | <p>What is a verb? Identify a verb in a simple sentence.</p> <p>Look at the relationship between the subject/verb/object</p> <p>Understand that a main clause has to have a subject and a verb.</p> <p>Recap the difference between a phrase</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>Look at the relationship between the subject/verb/object</p> <p>Secure in identifying the subject/verb/object of a multi-clause sentence.</p> | |

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| | | | | | | | and a clause, taking the above into consideration. | |
| | | Week 5 | <p>Sit correctly at a table, holding a pencil correctly and comfortably</p> <p>Form capital letters</p> | <p>How words combine to make a simple sentence.</p> <p>Understand that a simple sentence (first person) has a noun and a verb.</p> <p>Write simple sentences. Where does my capital letter go?</p> <p>Where does my full stop go?</p> <p>Look at the relationship between noun and verb agreement.</p> | <p>Know the difference between the subject and the object. Look at the relationship between the subject/verb/object.</p> <p>Understand that a main clause has to have a subject and a verb.</p> <p>Where does my full stop go?</p> <p>Recognise the end of a sentence by identifying the subject/verbs within a sentence. Is it a complete thought?</p> <p>Recap the difference</p> | <p>Identify a verb in compound and complex sentence</p> | <p>Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)</p> | <p>Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)</p> |

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

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

Spelling rule/pattern
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| | | | | adjectives to nouns to create expanded noun phrases. | use/effect of the listed conjunctions in a sentence. | | Commas for clauses | |
| | | Week 5 | Capital letter for names of places | What is an adverb? Identify adverbs in sentences. | 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. | Can identify the use of paragraphs and begin to organise paragraphs around a theme. | Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect. 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. starting with an expanded 'ed' clause - <i>Frightened of the dark, Tom hid under the bed all night. Beginning with an adjective - Worried and confused, Amy...</i> | Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect. |

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| | | | | | | | Ensure secure on commas for fronted adverbials | |
| | | 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 | Consolidate knowledge of prepositions and prepositional phrases. Manipulating where they appear in the sentence for effect. |

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

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| (To be filled in by English Lead) | | | | | | | | |
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| Spring 1 | | Week 1 | A written sentence always begins with a capital letter and ends with a full stop | <p>Look at the key words that questions begin with - 'Who' 'what' 'where' 'when' 'why' 'how'.</p> <p>Recognise questions by identifying these question words at the start of them.</p> | <p>Expressing time, place and cause using adverbs (for example then, next, soon, therefore)</p> <p>What is an adverb? Why do we use adverbs in our writing (TRaMP)?</p> <p>Identify adverbs in a passage.</p> | Use headings and sub headings to aid presentation | <p>Prepositions:</p> <p>Move onto developing fronted prepositional phrases for greater effect e.g. <i>Throughout the stormy winter....</i> <i>Far beneath the frozen soil.....</i></p> | <p>Re-visit semi-colons to mark the boundary between clauses.</p> <p>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.</p> |
| | | Week 2 | A written sentence always begins with a capital letter and ends with a full stop | <p>Recognise that questions begin with a capital letter and end with a question mark.</p> <p>Write their own questions using the question words above, ensuring that the questions</p> | <p>What is an adverbial?</p> <p>Identify adverbials in a passage?</p> | <p>Express time, place and cause using adverbs (for example then, next, soon, therefore)</p> <p>Expressing time, place and cause using adverbials</p> | <p>Recap what an expanded noun phrase is.</p> <p>Look at how to use expanded noun phrases effectively to embellish simple sentences. What effect does this</p> | <p>Re-visit and consolidate brackets, dashes and commas for parenthesis.</p> <p>Choosing the appropriate way to punctuate parenthesis depending on the</p> |

Spelling rule/pattern
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| | | | | begin with a capital letter and end with a question mark. | | | have on the reader? When does it work well? When isn't it needed? | text type/level of formality. |
| | | 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 | <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> |

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| | | | | | | - Beginning a sentence with an 'ed' word. | | |
| | | 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 | 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. |

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| | | | | | | into a hidden tree'. | | |
| | | Week 7 | Using and in place of a full stop to join two clauses. This is called a compound sentence. | 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. | 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? |
| 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. Tom, smiling secretly, hid the magic potion book. | 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. man-eating shark |

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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 of the | <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 |

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| | | | | <p>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> | | | | points/tables and paragraphs. |
| | | 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 because the old one broke.</i> | | How to vary sentence structure in a piece of writing for effect | | |
| | | 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> | | |

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| 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 marker for verbs | <p>What is an apostrophe?</p> <p>How do we use apostrophes when writing the contracted form?</p> <p>Identifying the contracted form and knowing what the full form is.</p> | | <p>Revisit prior learning on expanded noun phrases.</p> <p>Focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> | | |
| | | 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 | <p>Writing the contracted form in a sentence and punctuating accurately in a sentence.</p> | | <p>Look at changing the adjective in an expanded noun phrase, or choosing a more specific noun to give greater effect.</p> | | |

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| | | 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. | | |
| | | 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. | | |



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| | | 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 | | | | | | | | |
| 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. | | |

Spelling rule/pattern
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| | | | | | | Joshua yelled, 'Sit down!' | | |
| | | Week 4 | | | | How to write in the future tense. | | |
| | | Week 5 | | | | | | |
| | | Week 6 | | | | | | |
| | | Week 7 | | | | | | |
| Summer 2 Writing Achievement Task/Outcomes | | | | | | | | |
| Sentence | | | How words combine to make a sentence. Joining words and clauses using 'and'. | Subordination using when, if, that because. Co-ordination using or, and, but. Expanded noun phrases. Sentence types. | Extend the range of sentences with more than one clause using a range of conjunctions, including when, if, although, because. | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials. | Expanded noun phrases. Relative clauses Adverbs to indicate degrees of possibility or modal verbs. | Passive verbs to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures |

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| | | | | | Expressing time, place and cause using conjunctions, adverbs or prepositions. | | | appropriate for formal speech - question tags, subjunctive form. |
| Text | | | Sequencing sentences to form a narrative. | Present and past tense. Progressive forms of verbs in the present and past tense. | Paragraphs. Headings and sub-headings. Present perfect form of verbs instead of the simple past. | Paragraphs Appropriate choice of pronoun/noun for cohesion. | Cohesive devices within paragraphs. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. Perfect form of verbs to mark relationships of time and cause. | Wide range of devices to link ideas across paragraphs. Layout devices. |
| Punctuation | | | Separation of words with spaces. Capital letters, full stops, question marks, exclamation marks. Capital letters for names and the personal pronoun 'I' | Capital letters, full stops, question marks, exclamation marks. Commas in a list. Apostrophes for contraction. Apostrophes for possession. | Inverted commas to punctuate direct speech. | Inverted commas and other punctuation to indicate direct speech. Apostrophes for plural possession. Commas after fronted adverbials. | Brackets, dashes or commas to indicate parenthesis. Commas to clarify meaning or avoid ambiguity. | Semi-colon, colon and dash to mark the boundary between independent clauses. Colon to introduce a list and semi-colons within a list. Punctuation of bullet points to list information. Hyphens to avoid ambiguity. |

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Progression in Punctuation and Grammar skills 2023-2024

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| <p>Terminology</p> | | | <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> | <p>Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past present) Apostrophe, comma</p> | <p>Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas</p> | <p>Determiner Pronoun, possessive pronoun Adverbial</p> | <p>Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity</p> | <p>Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points</p> |
|---------------------------|--|--|---|--|--|---|--|--|

*Spelling rule/pattern
N.BY1 Spellings linked to phonics groups*