

# PROGRESSION MAP KS2

## Year 3 and 4

### CURRICULUM AREA: English - Writing

#### **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### **Genre**

Through the progression of each genre, children will be provided with opportunities to acquire knowledge and build upon what they have learnt, enabling them to become more familiar with and confident in using their writing skills and knowledge in a variety of situations. As teachers, we know that the application of grammatical forms is a significant aspect of the writing process, so we must provide them with the opportunities to write texts that demonstrate their understanding whilst being written for an intended purpose. It is important that we reflect on previous steps in the progression of each genre to ensure that we are re-igniting prior learning, whilst supporting the development of new skills

#### **Grammar, Punctuation and Vocabulary (GPV)**

In each GPV box, each National Curriculum objective to be taught in that term is in black. The bullet points are knowledge and skills that the pupils need to have in order to achieve the objective. Black bullet points mean that the children have already been taught this – either earlier in that current year or in a previous year group. Red bullet points mean that the skill or piece of knowledge will need to be specifically taught to the children in that term as it is a new concept for them to learn. New learning opportunities are identified in a given genre for that half term.

Underneath the main National Curriculum aims for grammar and punctuation, there may be some stand-alone objectives. These objectives link to the genres taught in that term or previous National Curriculum objectives that need to be repeated to re-ignite the learning. The colours of black and red still apply to these objectives.

**YEAR GROUP**

**Year 3**

**Year 4**

NC  
OBJECTIVES

**Composition**

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, create characters and setting
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Handwriting**

**Composition**

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, create characters, setting and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of the letters do not touch).</p> <p>*For all pieces – key editing skills to be taught throughout the year          Use a dictionary to check spellings of core vocabulary, where appropriate          Proof read for spelling and punctuation errors          During editing time, suggest improvements for own and others' writing          Final pieces of work are presented in best handwriting, using correct joins</p>	<p><b>Handwriting</b>          Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of the letters do not touch).</p> <p>*For all pieces – key editing skills to be taught throughout the year          Use a dictionary to check spellings of core vocabulary, where appropriate          Proof read for spelling and punctuation errors          During editing time, suggest improvements for own and others' writing          Final pieces of work are presented in best handwriting, using correct joins</p>
<p><b>Aut 1</b></p>	<p style="text-align: center;"><u>Predators</u></p> <p><b>Non-chronological report</b> Favourite predator          The function, form and typical language features of a report:</p> <ul style="list-style-type: none"> <li>• introduction indicating an overall classification of what is being described</li> <li>• use of short statement to introduce each new item</li> <li>• language (specific and sometimes technical) to describe and differentiate</li> <li>• impersonal language</li> <li>• mostly present tense</li> </ul> <p>That generalisations and specific information both play key roles in report writing          Identify variation between generalisers and subject specific vocabulary, use appropriate choices in own text</p>	<p style="text-align: center;"><u>Potions</u></p> <p><b>Report Writing</b> (witness recount)          When and why an incident report is written          That it is a factual piece of writing, personal opinion is not included          When to write in first (witness) or third (police) person          That it is written in chronological order          To use pronouns to avoid repetition of a noun          That quotes are included to record what had been said</p> <p><b>Narrative</b> (set in an imaginary world) *Link to whole class read  <i>Structure:</i> In planning, map out text development, identifying high and low points          Identify links between sections</p>

How to write non-chronological report using notes is modelled; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is..., people are...*

Write own report independently based on notes from several sources

**\*Grammar objective** Use headings and subheadings

### **Poetry** (Language Play) *Tell me a Dragon*

Describe the effect a poem has and suggest possible interpretations

Discuss the choice of words and their impact, noticing how the poet uses alliteration, rhythm or rhyme, repetition and similes

That when performing individually or chorally, you can vary volume, experiment with expression and use pauses for effect

How to invent new similes and experiment with word play;

How to use powerful nouns, adjectives and verbs; experiment with alliteration

Write in verses; borrow or create a repeating pattern

### **Narrative** - Fables

*Develop* understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.

*Dialogue:* Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?

*Setting:* Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.

*Story telling:* Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings

Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.

*Viewpoint:* Explore aspects of an author's style by comparing themes, settings and characters

*Character:* Identify different ways to build and present a character (using dialogue, action or description)

*Writing:* Experiment with different ways to open a story e.g. dialogue/action.

Plan and write a complete short story aimed at a specific audience

Organise into paragraphs

**\*Grammar objective** Noun phrases

**\*Grammar objective** Use inverted commas to punctuate direct speech

### **Poetry** Song of the Witches, Macbeth

Draft ideas, beginning by writing a list of rhyming words

Explain the use of unusual or surprising language choices and effects, such as onomatopoeia

Explore imagery including metaphor and personification

Develop pairs of rhyming couplets

Read their work aloud to help them to hear where changes are needed

Work with a partner to refine and edit their work

Vary pitch, pace, volume and expression and use pauses to create impact

**Writing:** Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution  
Use paragraphs to organise and sequence the narrative and for more extended narrative structures  
Use different ways to introduce or connect paragraphs, ( e.g.) *Some time later..., Suddenly..., Inside the castle...* Use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.

**Grammar, Punctuation and Vocabulary**

Introduction to inverted commas to **punctuate** direct speech:

- Know what speech is
- Know what an inverted comma is and looks like
- Write some direct speech for a character
- Recognise how inverted commas punctuate direct speech
- Use inverted commas
- To begin to use reported clauses

Expressing time, place and cause using **adverbs** [for example, *then, next, soon, therefore*]:

- Know what an adverb is
- Use an adverb in a sentence
- Recognise examples of an adverb
- Know how an adverb modifies sentences
- Use an adverb to express time, place and cause

Introduction to paragraphs as a way to group related material

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*]

Headings and sub-headings to aid presentation:

- Understand what a heading and subheading is
- Recognise why headings and subheadings are used

Use headings and subheadings in a piece of non-fiction writing

**Grammar, Punctuation and Vocabulary**

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

- Know what a noun is
- Know what a noun phrase and an expanded noun phrase is
- Know what is needed to create an expanded noun phrase
- Know what adjectives and **preposition phrases** are
- Create noun phrases
- Use expanded noun phrases in their writing
- Use noun phrases to improve their work/ sentences by adding and modifying adjectives, nouns and preposition phrases.

Use of inverted commas to indicate direct speech:

- Know what speech is
- Know what an inverted comma is and looks like
- Know how an inverted comma is used to punctuate speech
- Know what reported clauses are
- Know what an adverb is
- Write some direct speech for a character
- Recognise how inverted commas punctuate direct speech
- Use inverted commas **accurately**

			<ul style="list-style-type: none"> <li>• Use reported clauses and adverbs to describe how something is said</li> </ul> <p>Use of paragraphs to organise ideas around a theme</p>
Aut 2			
		<p style="text-align: center;"><u>Gods and Mortals</u></p> <p><b>Narrative</b> - myths, legends, fables and traditional tales - 3 weeks  <i>Structure:</i> Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales.          Analyse and compare plot structure and identify formal elements in story openings and endings.          Identify the range of conjunctions used to link events and change scenes.  <i>Character:</i> Recognise stock characters in particular types of story          Use figurative and expressive language to build a fuller picture of a character  <i>Viewpoint:</i> Identify the narrator voice  <i>Dialogue:</i> Explore the relationship between what characters say and what they do          That speech provides clues about a character  <i>Writing:</i> Plan and write complete stories using a familiar plot and altering characters or setting.          Include a structured sequence of events organised into paragraphs          Use complete sentences in 3<sup>rd</sup> person and past tense          Include examples of patterned story language and dialogue within speech          Different ways to introduce or connect paragraphs, ( e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i> (fronted adverbials)          *Grammar objective Use inverted commas to punctuate direct speech          *Grammar objective Use adverbs to express time, place or cause</p>	<p style="text-align: center;"><u>I Am Warrior!</u></p> <p><b>Instructions</b>          Explore where and why instructions are used          That instructions can have different purposes, organisations and layouts          Discuss and evaluate the clarity and usefulness of a range of instructions          Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).          Use the appropriate form and features of instructions, writing them clearly          Use time conjunctions to show chronology of instructions          Test own written instructions out on other people, then revise and edit as necessary.</p> <p><b>Poetry</b>          Draft ideas, beginning by writing a list of rhyming words          Explain the use of unusual or surprising language choices and effects, such as onomatopoeia          Explore imagery including metaphor and personification          Develop pairs of rhyming couplets          Read their work aloud to help them to hear where changes are needed          Work with a partner to refine and edit their work          Vary pitch, pace, volume and expression and use pauses to create impact</p> <p><b>Narrative – first person</b></p>

	<p>Write from the perspective of a character in a story showing a clear understanding of characters viewpoint, actions, thoughts and feelings.</p> <p>Ordering points so that one thought flows into another.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures including hypothetical or rhetorical questions.</p> <p><b>Poetry</b></p> <p><b>Information text</b> Fact files on Greek Gods</p> <p>That the same event can be recounted in a variety of ways, e.g. in the form of a story, a letter, a news report.</p> <p>During planning, know that ideas and messages are written in shortened forms such as notes, lists, headlines, telegrams and text messages</p> <p>Decide how to present information and make informed choices by using structures from different text types.</p> <p>That some words are more essential to meaning than others</p> <p>To orally summarise in one sentence the context of a written passage or text, and the main point it is making</p>	<p><i>Structure:</i> Recognise and include the stages of a story, including across paragraphs and chapters.</p> <p>That key events are presented in more detail than others</p> <p><i>Viewpoint:</i> That writers make key decisions when developing issues for a character and how these are resolved</p> <p>Identify evidence of narrative viewpoint.</p> <p><i>Character:</i> Explain personal response to particular characters</p> <p><i>Setting:</i> That descriptive language and small details are used to build an impression of an unfamiliar place.</p> <p><i>Writing:</i> Write in role as a character from a story</p> <p>Use language to create a particular comic or dramatic effect</p> <p>Use a range of phrases to introduce scenes and link events</p> <p><b>*Grammar objective</b> Organise writing into paragraphs for build-up, climax, resolution and ending</p>
	<p><b>Grammar, punctuation and vocabulary</b></p> <p>Introduction to paragraphs as a way to group related material:</p> <ul style="list-style-type: none"> <li>• Know what a paragraph looks like and is</li> <li>• Use a plan to begin to form paragraphs</li> <li>• Group information together in order to form a paragraph</li> <li>• Know what an adverbial is and use them in a sentence.</li> </ul>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> <li>• Know what a noun is</li> <li>• Know what a pronoun is</li> <li>• Know the terms cohesion and repetition</li> <li>• Recognise different pronouns and nouns</li> <li>• Use pronouns and nouns to aid cohesion and to make their writing clear</li> </ul>

	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>]:</p> <ul style="list-style-type: none"> <li>• Know what a noun, adjective and verb are.</li> <li>• Recognise examples of a noun, adjective and verb.</li> <li>• Know what a conjunction is and recognise examples, such as when, if, because, but, or, and.</li> <li>• Know what a co-ordinating and subordinating conjunction is.</li> <li>• <b>Use a conjunction to link sentences</b></li> <li>• <b>Use a conjunction to express time, place and cause.</b></li> </ul> <p>Headings and sub-headings to aid presentation:</p> <ul style="list-style-type: none"> <li>• <b>Understand what a heading and subheading is</b></li> <li>• <b>Recognise why headings and subheadings are used</b></li> <li>• <b>Use headings and subheadings in a piece of non-fiction writing</b></li> </ul> <p>Introduce the term synonym. Children are to understand the term and to know how to use different synonyms to improve the vocabulary that they use in their writing.</p>	<ul style="list-style-type: none"> <li>• <b>Use pronouns and nouns to avoid repetition</b></li> </ul> <p>Use of paragraphs to organise ideas around a theme</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>] (Y3 grammar objective):</p> <ul style="list-style-type: none"> <li>• Know what conjunctions are</li> <li>• Recognise different conjunctions</li> <li>• Use conjunctions in their writing</li> <li>• <b>That time conjunctions add chronology to instructions</b></li> </ul> <p><b>How imperative verbs are used to instruct</b></p>
<p><b>Spr 1</b></p>	<p style="text-align: center;"><u>Scrumdiddlyumptious</u></p> <p><b>Poetry</b> (Nonsense poem) <i>The Ning Nang Nong</i> Describe a poem's impact and explain own interpretation by referring to the poem That language is used to create images, sound effects and atmosphere Discuss the poem's form and suggest the effect on the reader Use language playfully to exaggerate or pretend Experiment with simple forms</p> <p><b>Instructions</b> Recipe writing Read and compare examples of instructional text, evaluating their effectiveness</p>	<p style="text-align: center;"><u>Burps, Bottoms and Bile</u></p> <p><b>Information text</b> (Fact file) Read and analyse a range of explanatory texts Identify what is already known and what information needs to be included Scan texts in print or on screen to locate key words or phrases, headings etc to determine their usefulness Collect information from a variety of sources Investigate and note features of impersonal style: complex sentences, technical vocabulary, use of words/phrases to make sequential, casual or logical connections Plan, compose, edit and refine explanatory text, focusing on clarity of information and impersonal style Identify how paragraphs are used to organise and sequence information</p>



	<p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bullet points, diagrams with arrows, keys</p> <p>Research a particular areas and work in small groups to prepare a set of instructions</p> <p>Test out with other children, giving instruction and listening and following theirs</p> <p>Evaluate and edit the effectiveness of instructions, revising where necessary</p> <p>Record clear, concise instructions in written form, using appropriate organisational devices</p> <p><b>Persuasive Writing (adverts)</b></p> <p>How a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another.</p> <p>How style and vocabulary are used to convince the reader.</p> <p>To assemble and sequence points in order to plan the presentation of a point of view</p> <p>To present a point of view in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.</p>	<p>Present information in one simple format e.g. chart, labelled diagram</p> <p>Develop and refine ideas in writing using planning and problem solving strategies</p> <p>Edit and reword a sentence or paragraph by deleting less important elements</p> <p>Explore the use of idioms (a group of words established by usage as having a meaning not deducible from those of the individual words) and how these can be used within an explanatory text</p> <p><b>Narrative</b> (fantasy) *collaborative text</p> <p>Consolidation of knowledge taught through other narrative topics</p> <p><b>*Grammar objective</b> Use of inverted commas and <b>other punctuation</b></p> <p><b>Poetry</b></p> <p>Draft ideas, beginning by writing a list of rhyming words</p> <p>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia</p> <p>Explore imagery including metaphor and personification</p> <p>Develop pairs of rhyming couplets</p> <p>Read their work aloud to help them to hear where changes are needed</p> <p>Work with a partner to refine and edit their work</p> <p>Vary pitch, pace, volume and expression and use pauses to create impact</p>
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]:</p> <ul style="list-style-type: none"> <li>• Understand what present, past and future tense is</li> <li>• Know what a verb is</li> <li>• Know what an adverb is</li> <li>• <b>Recognise the present perfect tense</b></li> <li>• <b>Compare the present perfect to simple past</b></li> <li>• <b>Use the present perfect tense form of verbs</b></li> </ul>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]:</p> <ul style="list-style-type: none"> <li>• Know what speech is</li> <li>• Know what an inverted comma is and looks like</li> <li>• Know how an inverted comma is used to punctuate speech</li> <li>• Write some direct speech for a character</li> <li>• Recognise how inverted commas punctuate direct speech</li> <li>• Use inverted commas accurately</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Recognise the difference between the verb forms</b></li> </ul> <p>Headings and sub-headings to aid presentation:</p> <ul style="list-style-type: none"> <li>• Understand what a heading and subheading is</li> <li>• Recognise why headings and subheadings are used</li> <li>• Use headings and subheadings in a piece of non-fiction writing</li> </ul> <p>Introduction to paragraphs as a way to group related material</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>]</p> <p><b>Know what a colon is and how it is used to introduce dialogue</b></p>	<ul style="list-style-type: none"> <li>• Know that other punctuation is required to indicate direct speech</li> <li>• Know what other punctuation is required</li> <li>• Use punctuation correctly to indicate direct speech</li> <li>• Use a comma after a reported clause if it comes before the speech.</li> <li>• Use punctuation correctly within the inverted commas</li> </ul> <p>Use of paragraphs to organise ideas around a theme.</p>
<p><b>Spr 2</b></p>	<p style="text-align: center;"><u>Mighty Metals</u></p> <p><b>Dilemma Story – Girl and Robot</b>  <i>Structure:</i> Identify common features and themes in stories with a familiar setting.  The stages of a story: introduction – build-up - climax or conflict – resolution  <i>Character:</i> Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected  <i>Setting:</i> Compare settings in different stories and analyse words and phrases used for description  <i>Writing:</i> Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution  Use first person and past tense consistently  That adverbial phrases can be used as a ‘where’, ‘when’ or ‘how’ starter (<u>fronted adverbials</u>)  Identify how synonyms can be used to enhance a text and develop a rich and varied vocabulary</p>	<p style="text-align: center;"><u>Blue Abyss</u></p> <p><b>Poetry</b> (creating images)* The Sea by James Reeves  To discuss poet’s possible viewpoint, explain and justify own response and interpretation  Explain the use of unusual or surprising language choices and effects, such as metaphors; comment on how this influences meaning  Identify metaphors and explain affect, include metaphors in own piece  Compare different forms of poetry and discuss their impact  Use carefully observed details and apt images to bring subject matter alive  Explore use of volume, pace and use appropriate expression when performing  Use actions, sound effects, musical patterns and images to enhance a poem’s meaning  To play with language to create effect</p>

**\*Grammar objective** Organise paragraphs for each stage and ensure that the sequence is clear

**Explanation text – Cracking Contraptions**

Through research, collate key information to include in writing  
Make clear notes by identifying key words, phrases or sentences  
Identify and use key features of letter writing structure  
Maintain first person and present tense  
Maintain level of formality ,using formal, helpful language  
Inclusion of specialist terms where appropriate  
Improve links between the paragraphs with linking phrases, such as ‘Another interesting fact is... However, we do not know any more about...’  
Use a dictionary to check spellings of core vocabulary, using the first three letters of a word

**Poetry – The coming of the Iron man**

Write from the perspective of a character in a story showing a clear understanding of characters viewpoint, actions, thoughts and feelings.  
Ordering points so that one thought flows into another.  
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures including hypothetical or rhetorical questions.

**Narrative (raises issues and dilemmas)**

*Structure:* Recognise and include the stages of a story, including across paragraphs and chapters.  
That key events are presented in more detail than others  
*Viewpoint:* That writers make key decisions when developing issues for a character and how these are resolved  
Identify evidence of narrative viewpoint.  
*Character:* Explain personal response to particular characters  
*Setting:* That descriptive language and small details are used to build an impression of an unfamiliar place.  
*Writing:* Write in role as a character from a story  
Use language to create a particular comic or dramatic effect  
Use a range of phrases to introduce scenes and link events  
**\*Grammar objective** Organise writing into paragraphs for build-up, climax, resolution and ending

**Persuasive letter – Environmental Impact**

How to identify key features of text type, distinguishing between texts which try to persuade and those that simply inform  
Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another  
How style and vocabulary are used to convince the reader  
Identify how statistics, graphs, images etc can be used to support or reinforce arguments  
Assemble and sequence points in order to plan their presentation of a point of view, using more formal language appropriately  
To present a point of view clearly, linking points persuasively and selecting style and vocabulary appropriate  
Use writing frames if necessary to back up points of view with illustrations and examples

		<p>Explore how ICT can be used to support persuasive points (showing pictures)</p> <p>To use a range of connectives (adverbs, adverbial phrases, conjunctions) to structure the persuasive argument</p> <p>*Grammar objective Standard English forms for verb inflections</p>
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Expressing time, place and cause using <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]:</p> <ul style="list-style-type: none"> <li>• Know what a preposition is</li> <li>• Know how a preposition modifies sentences</li> <li>• Recognise examples of a preposition</li> <li>• Use a preposition</li> </ul> <p>Introduction to inverted commas to <b>punctuate</b> direct speech:</p> <ul style="list-style-type: none"> <li>• Know what speech is</li> <li>• Know what dialogue is</li> <li>• Know what an inverted comma is and looks like</li> <li>• Write some direct speech for a character</li> <li>• Recognise how inverted commas punctuate direct speech</li> <li>• Use inverted commas <b>accurately</b></li> <li>• To begin to use reported clauses</li> <li>• Understand where and why we use inverted commas.</li> </ul> <p>Introduction to paragraphs as a way to group related material:</p> <p>Expressing time, place and cause using <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>]</p>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use of paragraphs to organise ideas around a theme:</p> <ul style="list-style-type: none"> <li>• Know what a paragraph looks like and is</li> <li>• Know that a paragraph groups information or ideas</li> <li>• Use a plan to begin to form paragraphs</li> <li>• Group information together in order to form a paragraph</li> <li>• Use paragraphs consistently to organise ideas.</li> </ul> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <ul style="list-style-type: none"> <li>• Know standard English forms, such as <i>we were</i> and <i>I did</i></li> <li>• Hear and recognise different standard English forms</li> <li>• Say the correct verb inflections, such as <i>we were</i> and <i>I did</i>.</li> <li>• Recognise the correct way of using verb inflections, such as <i>we were</i> and <i>I was</i>.</li> <li>• Use the correct verb inflections, such as <i>we were</i> and <i>I did</i>, in their writing</li> </ul>
<b>Sum 1</b>		
	<p style="text-align: center;"><u>Through The Ages</u></p> <p><b>Adventure narrative</b> Stone Age Boy  <i>Character:</i> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run</p>	<p style="text-align: center;"><u>Traders and Raiders</u></p> <p><b>Historical Narrative</b> King Arthur  <i>Structure:</i> Compare the structure and features of different versions of the same story.  Note repeated patterns of events  <i>Viewpoint:</i> Explore how narration related to events</p>

smoothly, (e.g.) some events are skimmed over, others are told in more depth.

*Viewpoint:* Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) *do you agree with the way that the problem was solved?* Understand that the author or director creates characters to provoke a response in the reader, (e.g.) *sympathy, dislike;* discuss whether the narrator has a distinctive 'voice' in the story.

*Character:* Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected

*Dialogue:* Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?

*Setting:* Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.

*Story telling:* Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings

Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.

*Writing:* Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution

Use paragraphs to organise and sequence the narrative and for more extended narrative structures

Use different ways to introduce or connect paragraphs, ( e.g.)

*Some time later..., Suddenly..., Inside the castle...* Use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.

*Character:* Look for characters changing during a story and discuss possible reasons

*Setting:* Identify examples of effective description to evoke time or place

*Planning:* Adapt a story for a different audience, e.g. younger children. Reflect on the changes

*Writing:* Adapt sentence length and vocabulary to meet the needs of the reader

\*Grammar objective Use fronted adverbials

\*Grammar objective Use a comma after a front adverbial

### Non-chronological report

(Consolidation of genre from Autumn 2)

Learn where to collect information to include in their report, including skills for online searches

Record key information in note form during the planning process

Identify technical terminology that is used throughout a report

Key organisational devices are used to aid conciseness, such as numbered lists or headings, subheadings, pictures and captions

Plan, compose and edit a short non-chronological report focusing on clarity of information

That an impersonal style is used throughout the report

**Instructions** \*Link to memorable experience

Give clear oral instructions to achieve the completion of a common task

Follow oral instructions of increased complexity

Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness

Compare instruction for more complex procedures in terms of audience/purpose and form (structure and language features)

Write a set of instructions (using appropriate form and features) and test them out on other people

Revise and try them again where necessary

	<p><b>Information text - Stone Age to Iron Age</b>  Decide how to present information and make informed choices by using structures from different text types.  Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others.  Summarise orally in one sentence the content of a passage or text, and the main point it is making.  Group information according to specific theme  Use of structural devices to support readers' understanding</p> <p><b>Poetry – Cinquains</b>  Develop children's ability to choose specific vocabulary that fits the syllable count required.  Identify word classes.  Include alliteration to enhance their poems.  Read their poems aloud and evaluate.</p> <p><b>Author study (Taught in GR) – Novel Study on Cornerstones – Stig of the Dump – Clive King</b>  Research an author's themes, characters, and writing style  Use a range of resources to research key information  Record notes in related groups  Make connections between the author's life and work  Make personal connections between their own experiences and those of the author and his/her characters  Produce a short informative text about the author, including personal thoughts and opinions</p>	
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]:</p> <ul style="list-style-type: none"> <li>• What a consonant is</li> </ul>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]:</p> <ul style="list-style-type: none"> <li>• Know what an adverbial is</li> <li>• Know what a fronted adverbial is</li> <li>• Recognise different fronted adverbials</li> </ul>

	<ul style="list-style-type: none"> <li>• What a vowel is</li> <li>• What a determiner is</li> <li>• Understand that a and an are determiners</li> <li>• Understand when to use a and an</li> <li>• Use a or an correctly in their writing and sentences.</li> </ul> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p>Expressing time, place and cause using <b>conjunctions, adverbs or prepositions</b></p>	<ul style="list-style-type: none"> <li>• Use a range of fronted adverbials in their writing</li> <li>• Use fronted adverbials to express time</li> </ul> <p>Use of commas after <b>fronted adverbials</b>:</p> <ul style="list-style-type: none"> <li>• Know what a comma is</li> <li>• Know how to use a comma in a list</li> <li>• Know how to use a comma after a fronted adverbial</li> <li>• Use a comma to follow a fronted adverbial</li> </ul> <p>Use of paragraphs to organise ideas around a theme.</p>
<p><b>Sum</b> <b>2</b></p>	<p style="text-align: center;"><u>Rocks, Relics and Rumbles</u></p> <p><b>Poetry</b> (shape) Earthquake poems The difference between structure of this poetic form and others previously studied How to comment on the use language to create images, sound effects and atmosphere Discuss the poem’s form and suggest the effect on the reader Read free verse examples, explain writer’s choice and impact on the reader Write free verse shape poem, including subject specific vocabulary</p> <p><b>Non-chronological report</b> The Earth’s Crust) Consolidation from Aut 2.</p> <p><b>Newspaper report</b> (recount) To describe the event from research To group information clearly during planning Write first person recounts linked to topics of study using the language of texts read as models for own writing That related information should be grouped into paragraphs</p>	<p style="text-align: center;"><u>Traders and Raiders</u></p> <p><b>Recount</b> *Link to visit/memorable experience Write newspaper style report e.g. about a school event Ensure agreement in the use of pronouns Use a wide range of adverbial phrases to tell the reader how, when, where, why and how long Include details expressed in a way to engage the reader, using descriptive vocabulary to support this.</p> <p><b>Narrative</b> (<b>Myths &amp; Legends/Character Profile</b>) *link to additional text <i>Structure:</i> Recognise that story structure can vary in different types of story and that plots can have high and low points <i>Viewpoint:</i> Discuss the author’s perspective on events and characters</p>

Maintain consistency in tense and person  
That adverbials of time are used to add chronology  
Include detail expressed in a way to engage the reader  
That pronouns are used to avoid repetition of a noun  
Use computer to present recount text

Note who is telling the story, whether the author ever addresses the reader directly and whether the viewpoint changes at all during the story

*Character:* Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character  
*Setting:* Note differences that will affect the way that characters behave

*Planning:* Plan and tell own versions of stories, identifying key stages (introduction, build up etc.)

*Writing:* Use different ways to introduce or connect paragraphs (e.g. some time later..., suddenly...)

Develop settings using adjectives and figurative language to evoke time, place and mood

### Poetry (exploring form)\* Kennings?

Write free verse

Use or invent repeated patterns

Attempts different forms

Note words, phrases, metaphors, similes and personification to use in writing

Identify features of calligram poetry

Create own framework for work

Talk with a partner to discuss their progress and make improvements and corrections where needed

Use actions, sound effects, musical patterns, images or dramatic interpretation when performing

### Grammar, Punctuation and Vocabulary

Formation of **nouns** using a range of **prefixes** [for example *super-*, *anti-*, *auto-*]

- Know what a noun is
- Know what a prefix is

### Grammar, Punctuation and Vocabulary

The grammatical difference between **plural** and **possessive -s**:

- Know what the terms plural and possessive mean
- Know the difference between the plural and possessive 's'



	<ul style="list-style-type: none"> <li>• Know where a prefix goes on a word</li> <li>• Know the meaning of the prefix and how it changes the words</li> <li>• Recognise prefixes super, auto, anti etc.</li> <li>• Use prefixes super, auto, anti, etc. to form new nouns</li> </ul> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <ul style="list-style-type: none"> <li>• Understand the term root word</li> <li>• Know what a word family is</li> <li>• Know how words are related in meaning in word families</li> <li>• Recognise examples of word families</li> <li>• Use word families to aid spelling and understanding in writing</li> </ul> <p>Introduction to paragraphs as a way to group related material:</p> <p>Expressing time, place and cause using <b>conjunctions, adverbs or prepositions</b></p>	<ul style="list-style-type: none"> <li>• Use the correct 's' when writing</li> <li>• Recognise how to use an apostrophe correctly to mark plural possession</li> </ul> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]:</p> <ul style="list-style-type: none"> <li>• Know what an apostrophe is and looks like</li> <li>• Know how an apostrophe marks singular and <b>plural possession</b></li> <li>• Recognise the difference between the plural and possessive 's'</li> <li>• Use an apostrophe to mark plural possession</li> </ul> <p>Use of paragraphs to organise ideas around a theme</p>
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Y4 – I am Warrior - **Persuasive writing** \*Link to Cornerstones Innovate

How to analyse a particular view explaining how it can most convincingly be presented (how statistics, graphs, images, visual aides etc. can be used to support/reinforce arguments)

How style and vocabulary are used to convince the reader.

To present a point of view in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.

That points can be backed up through use of illustrations and examples

When to use adverbs, adverbial phrases and conjunctions to structure a persuasive argument

That final pieces of work are presented in best handwriting, using correct joins

**Non-chronological report** \*Link to Cornerstones (history)

Learn where to collect information to include in their report, including skills for online searches

Record key information in note form during the planning process

Identify technical terminology that is used throughout a report

Key organisational devices are used to aid conciseness, such as numbered lists or headings, subheadings, pictures and captions

Plan, compose and edit a short non-chronological report focusing on clarity of information

That an impersonal style is used throughout the report

**Recount** (historical) \*Link to Boudicca

Watch or listen to third person recount

Identify the sequence of main events, to include in own recount.

Read third person recounts such as letters, newspaper reports and diaries can recount the same event in a variety of ways

That information is grouped according to a theme during planning/writing

Write first and third person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing

Maintain consistency in tense and person

**\*Grammar objective** Appropriate choice of pronoun or noun

Year 3 - **Play script** \*Link to whole class text or adverts

The main features of this text type: narrator, characters, written dialogue without speech marks, stage directions, scenes and colon to introduce speech

Through planning, develop key phrases and actions

The features of a play script enable it to be performed correctly

Use of formal and informal writing appropriately

That stage directions provide information about a character's movements, thoughts and emotions

When writing, ensure use of key features

To separate speaker from speech using a colon

Adding information about a character through use of verbs and adverbs

Read aloud own writing with appropriate intonation and volume so that meaning is clear

**Year 5 - Play script** \*Link to Cornerstones – Romeo and Juliet

The main features of this text type (building from Year 3): cast list, use of brackets for stage directions, props/costume list, use of standard and non-standard English, use of punctuation

That the features of the play script enable the reader to have a clear understanding of characters' actions, thoughts and movements

Identify how adverbial phrases develop detail throughout the script

Identify and use punctuation to show emotion in dialogue

The use of brackets to embed stage directions and character thoughts

**Year 3 - Discussion text** \*Link to Cornerstones Innovate – a Friend for the Iron man.

In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced

Continue to explore the expression of different views through discussion, role play and drama

Experiment with the presentation of views (own and others, biased and balanced) in debate format

Identify points to support/argue against a viewpoint (as a group)

Complete short explanatory paragraph to clarify which argument persuaded them effectively

Use conjunctions to explain their opinions (i.e. in the case of, for example, for instance)

**Author study (Taught in GR) – Eva Ibbotson**

Evaluate an author's themes, characters, and writing style

Use a range of resources to research key information

Record notes in related groups

Make connections between the author's life and work

Make personal connections between their own experiences and those of the author and his/her characters

Produce a short informative text about the author, including personal thoughts and opinions