



## Friskney All Saints Mission Statement and Vision

### ‘Trust Shows The Way’

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

**“Show me the way I should go, for to you I entrust my life.”**

**Psalm 143.8**

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

**Exploring Old and New Horizons - Respect**

**Striving for Excellence – Hope, Trust**

**Realising our Gifts – Love, Kindness**



## Writing Curriculum Intent



**Inspiration** – Our exciting and engaging writing curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of learning that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. We use Tak for Writing as the base for our writing curriculum providing exciting texts for the children to internalise and act out. **Enrichment opportunities** are carefully planned to engage learners beyond the academic. These include World Book Day, Author visits and library time. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in every area of the curriculum.



**Excellence** - Our ambitious writing curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. Writing is incorporated in all subjects. We prioritise **vocabulary** acquisition through our use of Talk For Writing to ensure texts used are accessible to all. **Retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught skills and knowledge to improve writing and build fluency.



**Exploration** –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy, reading** and **writing** allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the writing curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

At Friskney All Saints, the aim of our writing curriculum is to equip pupils with the necessary skills and vocabulary to communicate effectively through a wide variety of written media, not only through their educational experiences but beyond this, into their adult lives. It is our intent that pupils will go on to fully utilise the medium of writing to entertain, persuade, inform and advise, developing an appreciation of the power and influence of the written word. We want our pupils to use language confidently and expressively, taking pride in their written work, using editing and refining skills as they reflect upon their compositions.

The national curriculum states :The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

Transcription (spelling and handwriting)

Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Autumn 1

Term	EYFS	Class 2	Class 3	Class 4
Term 1		Year A	Year A	Year A
	TFW- Quest Story The Little Red Hen	TFW- Cumulative Story The Enormous Turnip	TFW- Portal story Elf Road	TFW- Tale of fear Zelda
	N.F- Instructions	Shape Poems	Clerihew poems	Haiku
	Grammar	Grammar <b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I	Grammar <b>Year 3</b> Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)  Introduction to paragraphs as a way to group related material  <b>Year 4</b> <b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns, or preposition phrases</b>  Fronted <b>adverbials</b> (e.g. later that day)	Grammar <b>Year 5</b> Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely) Devices to <b>build cohesion</b> within a paragraph (e.g. then, after that, this, firstly) Use of commas to clarify meaning or avoid ambiguity.  <b>Year 6</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> ; semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in the contrast, or as a consequence) and <b>ellipsis</b>  Use of the semi-colon, colon and dash to indicate a

				stronger subdivision of a <b>sentence</b> than a comma
		Year B	Year B	Year B
		TFW- Meeting Story Little Monkey	TFW- Warning Story The Canal	TFW- Portal story Clock Close
		Calligrams	Limericks	Senryu
		Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I	<b>Year 3</b> Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)  Introduction to paragraphs as a way to group related material.  <b>Year 4</b> <b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns, or preposition phrases</b>  Fronted <b>adverbials</b> (e.g. later that day)	<b>Year 5</b> Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely) Devices to <b>build cohesion</b> within a paragraph (e.g. then, after that, this, firstly) Use of commas to clarify meaning or avoid ambiguity.  <b>Year 6</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> ; semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in the contrast, or as a consequence) and <b>ellipsis</b>

## Autumn 2

Term	EYFS	Class 2	Class 3	Class 4
Term 2		Year A	Year A	Year A
	TFW- Losing Story The Gingerbread Man	Instructions	Information	Information
	N.F- Recount	Acrostic	kennings	Renga Poems
	Grammar	Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Subordination Sentences with different forms- statement, question, exclamation. Commas to separate lists Full stops, capital letters, question marks, exclamation marks	<b>Year 3</b> Headings and sub-headings to aid presentation. Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of) Use of the <b>determiners/forms</b> a or an according to whether the next word begins with a consonant or vowel (e.g. <i>a rock, or an open box</i> )  <b>Year 4</b> Use of paragraphs to organise ideas around a theme  Apostrophes to mark singular and plural possession (e.g. the girl's name, the boy's boots)	<b>Year 5</b> Brackets, dashes or commas to indicate parenthesis.  <b>Relative clauses</b> beginning with who, which, where, why or whose  <b>Year 6</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables to structure text  <b>Punctuation</b> of bullet points to list information

		Year B	Year B	Year B
		Recount- Event	Recount- Diary/Personal Letter	Recount Biography
		Riddles	Tetractys	Free verse
		Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Subordination Sentences with different forms- statement, question, exclamation. Commas to separate lists Full stops, capital letters, question marks, exclamation marks	<b>Year 3</b> Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)  Use of the <b>determiners/forms</b> a or an according to whether the next word begins with a consonant or vowel (e.g. <i>a rock, or an open box</i> )  <b>Year 4</b> Fronted <b>adverbials</b> (e.g. later that day)  <b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns, or preposition phrases</b>	<b>Year 5</b> Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)  Brackets, dashes or commas to indicate parenthesis.

## Spring 1

Term	EYFS	Class 2	Class 3	Class 4
poetry Term 3		Year A	Year A	Year A
	TFW- Finding story The Elves and the Shoemaker	TFW Quest/Meeting The Papaya That Spoke	TFW- Tale Of Fear Staying out	TFW- Warning Tale Red
	N.F- persuasive	Free verse poetry	Free Verse	Octava Rima
	Grammar	Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.	<b>Year 3</b> Use of the <b>present perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <b>I</b> have written it down so we can check what he said)  Introduction to over <b>inverted commas</b> to <b>punctuate</b> direct speech  Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i> )  <b>Year 4</b> Use of <b>inverted commas</b> to <b>punctuate</b> direct speech and commas to indicate speech, (e.g. , <i>after reporting clause</i> )  Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	<b>Year 5</b> Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)  Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)  <b>Year 6</b> Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)  The difference between structures typical of informal speech and structures appropriate for formal speech



				and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)
		Year B	Year B	Year B
		TFW- Defeating the Monster Jack and The Beanstalk	TFW- Meeting Story Poppy Waldo and The Giant	TFW- Change / Wishing Tale Fowlers Road
		Diamante poems	Free Verse	Irregular Ode
		Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.	<b>Year 3</b> Use of the <b>present perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said)  Introduction to over <b>inverted commas</b> to <b>punctuate</b> direct speech  <b>Year 4</b> Use of <b>inverted commas</b> to <b>punctuate</b> direct speech and commas to indicate speech, (e.g. , <i>after reporting clause</i> )  Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	<b>Year 5</b> Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)  Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)  <b>Year 6</b> Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)  The difference between structures typical of informal

				speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)
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Spring 2				
Term	EYFS	Class 2	Class 3	Class 4
Term 4		<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	TFW- Finding story The Elves and the Shoemaker	Information  Haiku poems	Instructions	Persuasion
	N.F- persuasive		Limericks	Free Verse
	Grammar	Grammar	Grammar	Grammar
		<b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. <b>Year 2</b> <b>Apostrophes</b> to mark contracted forms in spelling.  <b>Commas</b> to separate items in a list  Capital letters, full stops, question marks	<b>Year 3</b> Headings and sub-headings to aid presentation. Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)  Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i> ) <b>Year 4</b> Use of commas after fronted	<b>Year 5</b> Brackets, dashes or commas to indicate parenthesis  Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)  Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)

and exclamation marks to demarcate **sentences**.

**adverbials** (e.g. Later that day, I heard the bad news.)  
Fronted **adverbials** (e.g. later that day)

**Year 6**  
Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the **subjunctive** in some very formal writing and speech)

Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. I broke the window **in** the greenhouse versus The window in the greenhouse was broken)

Year B

Persuasion

Free Verse Poetry

Grammar

Year B

Persuasion

Free verse

Grammar

Year B

Explanation

Haiku

Grammar

**Year 1**

How words can combine to make sentences.

Use of and to join sentences.

Sequencing sentences to form short narratives.

Separation on words with spaces.

Introduction of capital letters and full stops.

**Year 2**

Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

**Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but)

Capital letters for names and for the personal **pronoun I**

**Year 3**

Expressing time and cause using **conjunctions** (e.g., when, before, after, while, because), **adverbs** (e.g. then, next, soon, so) or **prepositions** (e.g. before, after, during, in, because of)

Paragraphs as a way to group related material

Use of the **present perfect** form of **verbs** to mark relationships of time and cause (e.g. **I** have written it down so we can check what he said)

**Year 4**

Use of paragraphs to organise ideas around a theme,

Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion

**Noun phrases** expanded by the addition of **modifying adjectives**, **nouns**, or **preposition phrases**

**Year 5**

Brackets, dashes or commas to indicate parenthesis

Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g., perhaps, surely)

**Year 6**

Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of

				<p>the <b>subjunctive</b> in some very formal writing and speech)</p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)</p>
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Summer 1

Term	EYFS	Class 2	Class 3	Class 4
Term 5		Year A	Year A	Year A
	TFW- Warning story Peter and The Wolf	TFW Losing Tale Monkey See Monkey Do	TFW- Defeating The Monster story A Close Call	TFW- Meeting Story Alien Landing
	N.F- explanation	Acrostic poems	Performance poetry	Acrostic
	Grammar	Grammar	Grammar	Grammar
		<p><b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p><b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p><b>Year 3</b> Introduction to over <b>inverted commas</b> to <b>punctuate</b> direct speech.</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <b>I</b> have written it down so we can check what he said)</p> <p><b>Year 4</b> <b>Noun phrases</b> expanded by the addition of <b>modifying adjectives</b>, <b>nouns</b>, or <b>preposition phrases</b></p> <p>Fronted <b>adverbials</b> (e.g. later that day)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)</p> <p>Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid cohesion.</p>	<p><b>Year 5</b> Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)</p> <p>Devices to <b>build cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p><b>Year 6</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>; semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the</p>

				<p>other hand, in the contrast, or as a consequence) and <b>ellipsis</b></p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)</p>
		Year B	Year B	Year B
		TFW- Defeating the Monster Jack and The Beanstalk	TFW- Finding Tale Adventure at Sandy Cove	TFW- Defeating The Monster Smorg
		Hakui Poems	Performance Poetry	Free Verse
		Grammar	Grammar	Grammar
		<p><b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p><b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I</p>	<p><b>Year 3</b> Introduction to over <b>inverted commas</b> to <b>punctuate</b> direct speech.</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <b>I</b> have written it down so we can check what he said)</p> <p><b>Year 4</b> <b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns, or preposition phrases</b></p>	<p><b>Year 5</b> Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)</p> <p>Devices to <b>build cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g.</p>

		Apostrophes to mark contracted forms in spelling.	<p>Fronted <b>adverbials</b> (e.g. later that day)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)</p> <p>Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid cohesion.</p>	<p>secondly)</p> <p><b>Year 6</b></p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>; semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in the contrast, or as a consequence) and <b>ellipsis</b></p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)</p>
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Summer 2

Term	EYFS	Class 2	Class 3	Class 4
Term 5		<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	TFW- Change story Princess and The Pea	Discussion	Discussion	Discussion
	N.F- Discursive	Performance poetry	Free Verse	Performance Poetry
	Grammar	Grammar	Grammar	Grammar
		<b>Year 1</b>	<b>Year 3</b> Expressing time and cause using	<b>Year 5</b> Indicating degrees of



How words can combine to make sentences.  
Use of and to join sentences.  
Sequencing sentences to form short narratives.  
Separation on words with spaces.  
Introduction of capital letters and full stops.  
**Year 2**  
The consistent use of **present tense** versus **past tense** throughout texts  
Subordination  
Capital letters for names and for the personal pronoun I

**conjunctions** (e.g., when, before, after, while, because), **adverbs** (e.g. then, next, soon, so) or **prepositions** (e.g. before, after, during, in, because of)

Use of the **present perfect** form of **verbs** to mark relationships of time and cause (e.g. **I** have written it down so we can check what he said)

#### **Year 4**

Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)

Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion.

possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g., perhaps, surely)

Devices to **build cohesion** within a paragraph (e.g. then, after that, this, firstly)

Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

#### **Year 6**

Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. I broke the window **in** the greenhouse versus The window in the greenhouse was broken)

		Year B	Year B	Year B
		Explanation	Explanation	Journalistic
		Performance Poetry	Free verse Poetry	Performance Poetry
		Grammar	Grammar	Grammar
		<p><b>Year 1</b> How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p><b>Year 2</b> Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p><b>Year 3</b> Expressing time and cause using <b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so) or <b>prepositions</b> (e.g. before, after, during, in, because of)</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <b>I</b> have written it down so we can check what he said)</p> <p><b>Year 4</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p>Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid cohesion.</p>	<p><b>Year 5</b> Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps, surely)</p> <p>Devices to <b>build cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p><b>Year 6</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>; semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in the contrast, or as a consequence) and</p>

				<p><b>ellipsis</b></p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window <b>in</b> the greenhouse versus The window in the greenhouse was broken)</p>
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