

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

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

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

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

	Spring 1					
Term	EYFS	Class 2	Class 3	Class 4		
	TFW- Finding story	Year A TFW Quest/Meeting	Year A TFW- Tale Of Fear	Year A TFW- Warning Tale		
	The Elves and the Shoemaker	The Papaya That Spoke	Staying out	Red		
	N.F- persuasive	Free verse poetry	Free Verse	Octava Rima		
	Grammar	Grammar	Grammar	Grammar		
		Year 1	Year 3	Year 5		
		How words can combine to make	Use of the present perfect form of	Linking ideas across		
		sentences.	verbs to mark relationships of time	paragraphs using <b>adverbials</b>		
		Use of and to join sentences.	and cause (e.g. I have written it	of time (e.g. later), place (e.g.		
		Sequencing sentences to form short	down so we can check what he	nearby) and number (e.g.		
		narratives.	said)	secondly)		
		Separation on words with spaces.				
σ		Introduction of capital letters and full	Introduction to over <b>inverted</b>	Indicating degrees of		
oet		stops.	commas to punctuate direct	possibility using <b>modal verbs</b>		
poetry Term		Year 2	speech	(e.g. might, should, will, must)		
Teri		Expanded noun phrases.		or <b>adverbs</b> (e.g., perhaps,		
тз		Subordination	Standard English forms for <b>verb</b>	surely)		
		Capital letters for names and for the	inflections instead of local spoken			
		personal pronoun l	forms (e.g. we were instead of we	Year 6		
		Apostrophes to mark contracted forms in	was, or I did instead of I done)	Use of the <b>passive voice</b> to		
		spelling.		affect the presentation of		
			Year 4	information in a <b>sentence</b>		
			Use of <b>inverted commas</b> to	(e.g. I broke the window <b>in</b> the		
			punctuate direct speech and	greenhouse versus The		
			commas to indicate speech, (e.g. ,	window in the greenhouse		
			after reporting clause)	was broken)		
			Use of commas after fronted	The difference between		
			adverbials (e.g. Later that day, I	structures typical of informal		
			heard the bad news.)	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)
Ye	ear B	Year B	Year B
TF	FW- Defeating the Monster	TFW- Meeting Story	TFW- Change / Wishing Tale
Ja	ack and The Beanstalk	Poppy Waldo and The Giant	Fowlers Road
Di	Diamante poems	Free Verse	Irregular Ode
Gr	Grammar	Grammar	Grammar
Ye	ïear 1	Year 3	Year 5
Hc Hc	low words can combine to make	Use of the <b>present perfect</b> form of	Linking ideas across
se	entences.	verbs to mark relationships of time	paragraphs using <b>adverbials</b>
Us	lse of and to join sentences.	and cause (e.g. <b>I</b> have written it	of time (e.g. later), place (e.g.
Se	equencing sentences to form short	down so we can check what he	nearby) and number (e.g.
na	arratives.	said)	secondly)
Se	eparation on words with spaces.		
Int	ntroduction of capital letters and full	Introduction to over inverted	Indicating degrees of
sto	tops.	commas to punctuate direct	possibility using modal verbs
Ye	'ear 2	speech	(e.g. might, should, will, must)
Ex	xpanded noun phrases.		or <b>adverbs</b> (e.g., perhaps,
Su	ubordination	Year 4	surely)
Ca	Capital letters for names and for the	Use of <b>inverted commas</b> to	
pe	ersonal pronoun I	punctuate direct speech and	Year 6
Ap	postrophes to mark contracted forms in	commas to indicate speech, (e.g. ,	Use of the <b>passive voice</b> to
sp	pelling.	after reporting clause)	affect the presentation of
			information in a <b>sentence</b>
		Use of commas after fronted	(e.g. I broke the window <b>in</b> the
		adverbials (e.g. Later that day, I	greenhouse versus The
		heard the bad news.)	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)
		Spring 2		
Term	EYFS	Class 2	Class 3	Class 4
		Year A	Year A	Year A
	TFW- Finding story The Elves and the Shoemaker	Information	Instructions	Persuasion
		Haiku poems		
	N.F- persuasive		Limericks	Free Verse
	Grammar	Grammar	Grammar	Grammar
		Year 1	Year 3	Year 5
		How words can combine to make sentences.	Headings and sub-headings to aid presentation.	Brackets, dashes or commas to indicate parenthesis
		Use of and to join sentences.	Expressing time and cause using	
Term 4		Sequencing sentences to form short	conjunctions (e.g., when, before,	Linking ideas across
ท 4		narratives.	after, while, because), <b>adverbs</b>	paragraphs using <b>adverbials</b>
		Separation on words with spaces.	(e.g. then, next, soon, so) or	of time (e.g. later), place (e.g.
		Introduction of capital letters and full	prepositions (e.g. before, after,	nearby) and number (e.g.
		stops.	during, in, because of)	secondly)
		Year 2		
		Apostrophes to mark contracted forms	Standard English forms for <b>verb</b>	Indicating degrees of
		in spelling.	inflections instead of local spoken	possibility using <b>modal verbs</b>
		<b>Commas</b> to separate items in a list	forms (e.g. we were instead of we was, or I did instead of I done)	(e.g. might, should, will, must) or <b>adverbs</b> (e.g., perhaps,
		Capital letters, full stops, question marks	Year 4 Use of commas after fronted	surely)

and exclamation marks to demarcate sentences.       adverbials (e.g. Later that day.)       Vear 6         bard the bad news.)       Fronted adverbials (e.g. later that day.)       Fronted adverbials (e.g. later that day.)         Fronted adverbials (e.g. later that day.)       Fronted adverbials (e.g. later that day.)       Fronted adverbials (e.g. later that day.)         Image: Semantic Collesion (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 etlipsis       adverbials such as on the other hand. in the contrast, or as a consequence) and etlipsis         Image: Semantic Collesion (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 etlipsis       The difference between structures typical of informal speech and writing (such as the use of question tags, e.g., He's your friend, isn'the?, or the use of the subjunctive in some very formal writing and speech)         Use of the passive voice to or affect the presentation of informal speech and writing and speech)       Use of the passive voice to affect the presentation of informal writing and speech)         Vear B       Vear B       Vear B       Vear B       Vear B         Persuasion       Free Verse Poetry       Free verse       Haiku         Free Verse Poetry       Free verse       Haiku			
Fonted adverbials (e.g. later that day)paragraphs using a wider range of cohesive devices; semantic oblesion (e.g. 	and exclamation marks to demarcate	adverbials (e.g. Later that day, I	Year 6
day)range of cohesive devices; semantic cohesion (e.g., fregetifion of a word or phrase), grammatical connections (e.g., the use of adverbiats such as on the other hand, in the contrast, or as a consequence) and ellipsisThe difference between structures typical of informal speech and structures appropriate for fromal speech and writing (such as the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of question tags, e.g., Ho's your friend, isn't he?, or the use of information in a sentence (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken)Vear BVear BVear BVear BPersuasionPersuasionExplanationFree Verse PoetryFree verseHaiku	sentences.	heard the bad news.)	Linking ideas across
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 ellipsisThe difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of the subjunctive structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of the subjunctive in some very formal writing and speech)Vear BVear BVear BYear BYear BYear BPersuasionPersuasionExplanationFree Verse PoetryFree verseHaiku		Fronted adverbials (e.g. later that	paragraphs using a wider
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 etlipsisThe difference between structures typical of informal speech and structures appropriate for format speech and writing (such as the use of question tass, e.g. H*9 your friend, isn't he?, or the use of the subjunctive in some very format writing and speech)Vear BVear BVear BPersuasionPersuasionExplanationFree Verse PoetryFree verseHaiku		day)	range of <b>cohesive devices</b> ;
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 etlipsisThe difference between structures typical of informal speech and structures appropriate for format speech and writing (such as the use of question tass, e.g. H*9 your friend, isn't he?, or the use of the subjunctive in some very format writing and speech)Vear BVear BVear BPersuasionPersuasionExplanationFree Verse PoetryFree verseHaiku			semantic <b>cohesion</b> (e.g.
Phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and ellipsisThe difference between structures typical of informal speech and structures appropriate for format speech and writing such as the use of question tags, e.g. He's your friend, isn't he?, or the use of question tags, e.g. He's your friend, isn't he?, or the use of question tags, e.g. He's your friend, isn't he?, or the use of question tags, e.g. He's your friend, isn't he?, or the use of question tags, e.g. He's your friend, isn't he?, or 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 BYear BYear BPersuasionPersuasionExplanationFree Verse PoetryFree verseHaiku			repetition of a <b>word</b> or
Connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and ellipsisThe 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. 1 broke the window in the greenhouse versus The window in the greenhouse versus The greenhouse versus The<			
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Year BYear BYear BPersuasionPersuasionFree Verse PoetryFree Verse PoetryFree verseHaiku			formal writing and speech)
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	Grammar	Grammar	Grammar

Voor 1	Veer 2	Voor F
Year 1	Year 3	Year 5
How words can combine to make	Expressing time and cause using	Brackets, dashes or commas
sentences.	<b>conjunctions</b> (e.g., when, before, after, while, because), <b>adverbs</b> (e.g.	to indicate parenthesis
Use of and to join sentences.	then, next, soon, so) or <b>prepositions</b>	
Sequencing sentences to form short	(e.g. before, after, during, in, because	Linking ideas across
narratives.	of)	paragraphs using <b>adverbials</b>
Separation on words with spaces.		of time (e.g. later), place (e.g.
Introduction of capital letters and full	Paragraphs as a way to group related	nearby) and number (e.g.
stops.	material	secondly)
Year 2		
Expanded noun phrases for description	Use of the <b>present perfect</b> form of	Indicating degrees of
and specification (e.g. the blue butterfly,	verbs to mark relationships of time	possibility using modal verbs
plain flour, the man in the moon)	and cause (e.g. I have written it down	(e.g. might, should, will, must)
	so we can check what he said)	or <b>adverbs</b> (e.g., perhaps,
Subordination (using when, if, that, or	Year 4	surely)
because) and <b>co-ordination</b> (using or,		
and, or but)	Use of paragraphs to organise	Year 6
	ideas around a theme,	Linking ideas across
Capital letters for names and for the	Appropriate choice of <b>property</b> or	paragraphs using a wider
personal <b>pronoun l</b>	Appropriate choice of <b>pronoun</b> or noun within and across sentences	range of <b>cohesive devices</b> ;
		semantic <b>cohesion</b> (e.g.
	to aid cohesion	repetition of a <b>word</b> or
	Neur reference overanded by the	phrase), grammatical
	Noun phrases expanded by the	connections (e.g. the use of
	addition of <b>modifying adjectives</b> ,	adverbials such as on the
	nouns, or preposition phrases	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 <b>subjunctive</b> in some very formal writing and speech)
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)

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

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

		Apostrophes to mark contracted forms in		secondly)
		spelling.	Fronted <b>adverbials</b> (e.g. later that	
			day)	Year 6
				Linking ideas across
			Use of commas after fronted	paragraphs using a wider
			adverbials (e.g. Later that day, I	range of <b>cohesive devices</b> ;
			heard the bad news.)	semantic <b>cohesion</b> (e.g.
				repetition of a <b>word</b> or
			Appropriate choice of <b>pronoun</b> or	phrase), grammatical
			noun within and across sentences	connections (e.g. the use of
			to aid cohesion.	adverbials such as on the
				other hand, in the contrast, or
				as a consequence) and
				ellipsis
				Culpsis
				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)
		Summer 2		
Term	EYFS	Class 2	Class 3	Class 4
		Year A	Year A	Year A
	TFW- Change story	Discussion	Discussion	Discussion
	Princess and The Pea			
Ter		Performance poetry	Free Verse	Performance Poetry
Term 5	N.F- Discursive			
U1	Grammar	Grammar	Grammar	Grammar
		Year 1	Year 3	Year 5
			Expressing time and cause using	Indicating degrees of
<b>_</b>				

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	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>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) <b>Year 4</b> Standard English forms for <b>verb</b> <b>inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Appropriate choice of <b>pronoun</b> or noun within and across sentences	<ul> <li>(e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</li> <li>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</li> <li>Year 6</li> <li>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</li> </ul>
Subordination		of time (e.g. later), place (e.g.
	Year 4	.,
	<b>inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Appropriate choice of <b>pronoun</b> or	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
		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)

Yea	ar B	Year B	Year B
Exp	planation	Explanation	Journalistic
Per	rformance Poetry	Free verse Poetry	Performance Poetry
	ammar	Grammar	Grammar
	ar 1	Year 3	Year 5
	w words can combine to make		
		Expressing time and cause using	Indicating degrees of
	ntences.	conjunctions (e.g., when, before,	possibility using <b>modal verb</b>
	e of and to join sentences.	after, while, because), <b>adverbs</b>	(e.g. might, should, will, mus
	quencing sentences to form short	(e.g. then, next, soon, so) or	or <b>adverbs</b> (e.g., perhaps,
	rratives.	prepositions (e.g. before, after,	surely)
	paration on words with spaces.	during, in, because of)	
Intr	roduction of capital letters and full		Devices to <b>build cohesion</b>
sto	ops.		within a paragraph (e.g. then
Yea	ar 2	Use of the <b>present perfect</b> form of	after that, this, firstly)
Exp	panded noun phrases.	verbs to mark relationships of time	
Sut	bordination	and cause (e.g. I have written it	Linking ideas across
Ca	pital letters for names and for the	down so we can check what he	paragraphs using adverbials
	rsonal pronoun I	said)	of time (e.g. later), place (e.g
	ostrophes to mark contracted forms in		nearby) and number (e.g.
	elling.	Year 4	secondly)
		Standard English forms for <b>verb</b>	Year 6
		inflections instead of local spoken	Linking ideas across
		forms (e.g. we were instead of we	paragraphs using a wider
		was, or I did instead of I done)	range of <b>cohesive devices</b> ;
			semantic <b>cohesion</b> (e.g.
			repetition of a <b>word</b> or
		Appropriate choice of <b>pronoun</b> or	phrase), grammatical
		noun within and across sentences	connections (e.g. the use of
		to aid cohesion.	adverbials such as on the
			other hand, in the contrast, o
			as a consequence) and

	ellipsis
	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)