

Word	Sentence	Punctuation	Text	Terminology
Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list
Key Essential (NC):	Key Essential (NC):	Key Essential (NC):		
Adjectives to describe:	Simple Conjunctions to	Capital Letters: Capital	Key Essential (NC):	Key Essential (NC):
The old house The huge	create compound sentences:	letter for names	Sequencing sentences	letter
elephant	and	Capital letter for the	to form short	capital letter
Regular plural noun suffixes -	Simple sentences :	personal pronoun I	narratives and	word
s or -es [for example, dog,	e.g. I went to the park.	Full stops	factual texts	singular
dogs; wish, wishes], including	The castle is haunted.	Question marks		plural
the effects of these suffixes	Using adjectives:		Introduce:	sentence
on the meaning of the noun	The giant had an	Introduce:	BME	punctuation
Suffixes that can be added to	enormous beard. Red	Exclamation marks	Time, Character and	full stop
verbs where no change is	squirrels enjoy eating	Speech bubble	setting	question mark
reeded in the spelling of root	delicious nuts.	Bullet points	Story openers	exclamation mark
words (e.g. helping, helped,			Opening factual	
helper)	Introduce:		statement	Introduce:
How the prefix un-changes	Types of sentences:		Headings (Questions	Simile – 'like' 'as'
the meaning of verbs and	Statements		as headings in	Speech bubble
adjectives [negation, for	Questions		factual writing)	Bullet points
example, unkind, or undoing:	Exclamations		Bullet points	Singular/ plural
intie the boat]	Simple Conjunctions to		Labelled diagrams	Adjective
Introduce:	create compound sentences:			Verbs
Alliteration e.g. dangerous	and/ or/ but/ so/ because/		Writing Outcomes:	Conjunction
dragon slimy snake	so /that/ then /that/ while		 Stories with 	Alliteration
	/when/ where		familiar settings	



Similes using asas e.g. as	Stories with
tall as a house as red as a	predictable
radish	patterned
Precise, clear language to	language
give information e.g. First,	Fairy tale
switch on the red button.	• Instructions
Next, wait for the green light	Information texts -
to flash	factual sentences
Prepositions: inside outside	• Recounts
towards across under	Sense poem
Determiners: the/a/my/your/	
an/ this/ that/ his/ her/ their/	
some/ all/ lots of/ many/	
more/ those/ these	



		Year 2		
Key Texts for writing: The Tigo	er who Came to Tea, Vlad and	the Great Fire of London, T	was the Night Before Ch	ristmas, The Pirates
• •	African Tinga Tales, The Light	· · · · · · · · · · · · · · · · · · ·	0 0	
Word	Sentence	Punctuation	Text	Terminology
Consolidate Year I list	Consolidate Year I list	Consolidate Year I list	Consolidate Year I	Consolidate:
			list	letter
Key Essential (NC):	Key Essential (NC):	Key Essential (NC):		capital letter
Two adjectives to describe	Types of sentences:	Demarcate sentences:	Key Essential (NC):	word
the noun (expanded noun	Statements/ Questions/	Use of capital letters, full	Correct choice and	singular
ohrase) The scary, old	Exclamations/ Commands	stops, question marks and	consistent use of	plural
woman Squirrels have	How the grammatical	exclamation marks	present tense and	sentence
long, bushy tails.	patterns in a sentence	Commas to separate items	past tense throughout	punctuation
Adverbs for description and	indicate its function as a	in a list	writing	full stop
nformation e.g. Snow fell	statement, question,	Apostrophes to mark	Use of the progressive	question mark
gently and covered the	exclamation or command	contracted forms in	form of verbs in the	exclamation mark
cottage in the wood. Lift the	Expanded noun phrases for	spelling e.g. don't, can't	present and past	
oot carefully onto the tray.	description and specification	Apostrophes to mark	tense to mark actions	Key Essential (NC):
The river quickly flooded the	[for example, the blue	singular possession in	in progress [for	noun
cown.	butterfly, plain flour, the	nouns [for example, the	example, she is	noun phrase
Formation of nouns using	man in the moon]	girl's name]	drumming, he was	statement
suffixes such as -ness, -er	Subordination (using when,		shouting]	question
and by compounding [for	if, that, because)	Introduce:		exclamation,
example, whiteboard,	Co-ordination (using or, and,	Comma after -ly opener	Introduce:	command (imperative
superman]	but, so)	e.g.	Planning openers and	verbs)
Formation of adjectives		Fortunately, Slowly,	stories	compound
ısing suffixes such as -ful,	Introduce:	Speech bubbles Speech	5 part story -	suffix
-less (A fuller list of	Use of 'ly' starters (fronted	marks (inverted commas)	Opening e.g. In a	adjective
suffixes can be found in the	adverbials) e.g. Usually,	for direct speech	land far away One	adverb
year 2 spelling section in	Eventually, Finally,		cold but bright	verb tense (past,
English Appendix I)	Carefully, Slowly,		morning Build-up	present) apostrophe
		1		

e.g. Later that day

Vary openers to sentences



Use of the suffixes -er, -est in adjectives
Use of -ly in standard
English to turn adjectives into adverbs

Introduce:

Generalisers for information, e.g. Most dogs.... Some cats....

Prepositions: behind/above/along/before/between/after Alliteration e.g. wicked witch slimy slugs Similes using 'like'

Embellished simple sentences using: adverbs e.g. Tom ran quickly down the hill.

Drop in a relative clause: who/which e.g Sam, who was lost, sat down and cried.

The Fire of London, which started in Pudding Lane, spread quickly.

Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.

Problem / Dilemma
e.g. To his
amazement Resolution
e.g. As soon as
Ending e.g. Luckily,
Fortunately
Paragraphs
Headings and subheadings
Diagrams
lists

Writing Outcomes:

- Traditional tales different cultures
- Diary entry
- Recount
- Explanation
- Non-chronological
- Poems with patterns
- Riddles

(contractions and singular possession) comma

Introduce:

Speech bubble
Bullet points
Singular/ plural
Conjunction
Alliteration
Simile - 'as'/ 'like'
Speech marks
Generalisers



Year 3

Key Texts for writing: Girl and Robot (visual literacy), Horrid Henry, 'The Black Hat' (visual literacy), Stone Age Boy and The Boy Who Grew Dragons

Word	Sentence	Punctuation	Text	Terminology
Consolidate Year 2 list	Consolidate Year 2 list	Consolidate Year 2 list	Consolidate Year 2	Consolidate:
			list	letter
Key Essential (NC):	Key Essential (NC):	Key Essential (NC):		capital letter
Prepositions: Next to/ by the	Expressing time, place and	Use inverted commas to	Key Essential (NC):	word
side of/ In front of/ during/	cause using:	punctuate direct speech	Use paragraphs as a	singular
through throughout/ because	Conjunctions when, before,		way to group related	plural
of	after, while, so, because		material	sentence
Formation of nouns using a	Adverbs/adverbials then,	Introduce:	Headings and sub-	punctuation
range of prefixes [for	next, soon, therefore, A few	Colon before a list e.g.	headings to aid	full stop
example super-, anti-, auto	days ago, we discovered a	What you need:	presentation	question mark
Word families based on	hidden box.	Ellipses to keep the reader	Use of the present	exclamation mark
common words, showing how	Adverbial phrases used as a	hanging on Use of	perfect form of verbs	noun,
words are related in form	'where', 'when' or 'how'	commas after fronted	instead of the simple	noun phrase
and meaning [for example,	starter At the back of the	adverbials (e.g. Later that	past [for example, He	statement
solve, solution, solver,	eye, is the retina. In a	day, I heard the bad	has gone out to play	question
dissolve, insoluble, teacher -	strange way, he looked at	news.)	contrasted with He	exclamation,
teach, teaching, beauty –	me.		went out to play]	command (imperative
beautiful]	Prepositions/prepositional			verbs)
Use of the determiners 'a' or	phrases before, after, during,		Introduce:	compound
an' according to whether	in, because of, on the mat;		Extended vocabulary	suffix
the next word begins with a	behind the tree, in the air		to introduce 5 story	adjective
consonant or a vowel [for			parts: Introduction -	adverb
example, a rock, an open	Introduce:		should include	verb tense (past,
box, an apple, a banana]	Vary long and short		detailed description	present) apostrophe
• •	sentences: Long sentences to			



Introduce:

tremble, slither
Boastful Language e.g.
magnificent, unbelievable,
exciting!
More specific / technical
vocabulary to add detail e.g.
A few dragons of this
variety can breathe on any
creature and turn it to stone
immediately. Drops of rain
pounded on the corrugated,
tin roof.

Powerful verbs e.g. stare,

add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Compound sentences (Coordination) using conjunctions: and/or/but/ so / for /nor / yet Develop complex sentences (Subordination) with range of subordinating conjunctions (ISAWAWABUB) 'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep. Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton

of setting or characters Build-up -build in some suspense towards the problem or dilemma Problem / Dilemma -include detail of actions / dialogue Resolution - should link with the problem Ending - clear ending should link back to the start. show how the character is feeling, how the character or situation has changed from the beginning. Topic sentences to introduce paragraphs Flow diagram

Writing Outcomes:

- Stories with familiar settings - 5 parts
- Adventure and mystery story
- Letter
- Playscript

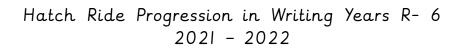
(contractions and singular possession) comma

Key Essential (NC):

preposition
conjunction
word family
prefix
clause
subordinate clause
direct speech
consonant/vowel
inverted commas (or
'speech marks')
determiner
generaliser

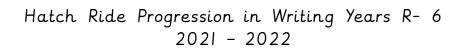
Introduce:

Synonyms
Relative clause
Relative pronoun
Imperative
Colon for instructions





Sugnancian bridge which	. Non-obranalagiagi
Suspension bridge, which	• Non-chronological
was finished in 1864,is a	report
popular tourist attraction.	• Instructions
Sentence of 3 for description	Performance poetry
e.g. The cottage was almost	Shape poetry and
invisible, hiding under a	calligrams
thick layer of snow and	
glistening in the sunlight.	
Rainbow dragons are covered	
with many different coloured	
scales, have enormous, red	
eyes and swim on the	
surface of the water.	
Pattern of 3 for persuasion	
e.g. Visit, Swim, Enjoy!	
Topic sentences to introduce	
non-fiction paragraphs e.g.	
Dragons are found across	
the world.	
Dialogue -powerful speech	
verb e.g. "Hello," she	
whispered.	





	Year 4			
Key Texts for writing: The c	curse of Tutankhamun, The Qu	een's Token, Somebody S	Swallowed Stanley, The Lora	x (visual literacy)
Word	Sentence	Punctuation	Text	Terminology
Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3	Consolidate Year 3 list	Consolidate:
		list		letter
Key Essential (NC):	Key Essential (NC):		Key Essential (NC):	capital letter
The grammatical	Noun phrases expanded by	Key Essential (NC):	Use of paragraphs to	word
difference between plural	the addition of modifying	Use of full	organise ideas around a	singular
and possessive -s	adjectives, nouns and	punctuation to	theme	plural
Standard English forms	preposition phrases (e.g. the	indicate direct	Appropriate choice of	sentence
for verb inflections instead	teacher expanded to: the	speech [for example,	pronoun or noun within	punctuation
of local spoken forms [for	strict maths teacher with	a comma after the	and across sentences to	full stop
example, we were instead	curly hair)	reporting clause; "It's	aid cohesion and avoid	question mark
of we was, or I did	Fronted adverbials [for	late," gasped	repetition	exclamation mark
instead of I done]	example, Later that day, I	Cinderella! end		noun,
	heard the bad news.]	punctuation within	Introduce:	noun phrase
Introduce:	Secure use of compound	inverted commas: The	Paragraphs for indicating	statement
Prepositions at/	sentences using coordinating	conductor shouted,	a change in place or time	question
underneath/ since/	and subordinating	"Sit down!"]	Develop 5 part story	exclamation,
towards/ beneath/ beyond	conjunctions	Apostrophes to mark	Build suspense to	command
Conditional modal verbs -		plural possession [for	introduce a dilemma	(imperative verbs)
could, should, would	Introduce:	example, the girl's	Ending of stories to	compound
Comparative and	Long and short sentences:	name, the girls'	include reflection n events	suffix
superlative adjectives e.g.	Long sentences to enhance	names]	or characters	adjective
smallsmallersmallest	description or information	Use of commas after	Ending of non-fiction to	adverb
goodbetterbest	Short sentences to move	fronted adverbials	include personal opinion,	verb tense (past,
	events on quickly e.g. It was		response, extra	present) apostrophe
	midnight. It's great fun.	Introduce:	information, reminders,	(contractions and
	Start with a simile e.g. As	New speaker, new	question, warning,	singular possession)
	curved as a ball, the moon	line for dialogue	encouragement to the	comma
	shone brightly in the night		reader	preposition



sky. Like a wailing cat, the ambulance screamed down the road.

'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.

Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. Repetition to persuade e.g. Find us to find the fun Dialogue - verb + adverb - "Hello," she whispered, shyly.

Writing outcomes:

- Stories with historical settings
- Fables stories from other cultures
- Stories which raise issues or dilemmas
- Newspaper article
- Explanation text
- Persuasive text
- Kennings and Haiku

conjunction
word family
prefix
clause
subordinate clause
direct speech
consonant/vowel
inverted commas
(or 'speech marks')
determiner
generaliser

Key Essential (NC): determiner pronoun

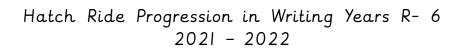
possessive pronoun adverbial

Introduce:

Fronted adverbial Apostrophe for plural possession



Appropriate choice of	
pronoun or noun within a	a
sentence to avoid ambigu	uity
and repetition	





		Year 5		
Key Texts for writing: Kensu	ıke's Kingdom, Invasion, Ocktap	oodi (visual literacy)		
Word	Sentence	Punctuation	Text	Terminology
Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4	Consolidate Year 4 list	Consolidate
		list		letter
Key Essential (NC):	Key Essential (NC):		Key Essential (NC):	capital letter
Converting nouns or	Relative clauses beginning	Key Essential (NC):	Devices to build cohesion	word
adjectives into verbs using	with who, which, where,	Brackets, dashes or	within a paragraph [for	singular
suffixes [for example, -	when, whose, that, or an	commas to indicate	example, then, after that,	plural
ate; -ise; -ify]	omitted relative pronoun	parenthesis	this, firstly]	sentence
Verb prefixes [for example,	Indicating degrees of	Use of commas to	Linking ideas across	punctuation
dis-, de-, mis-, over- and	possibility using adverbs [for	clarify meaning or	paragraphs using	full stop
re-]	example, perhaps, surely] or	avoid ambiguity	adverbials of time [for	question mark
	modal verbs [for example,		example, later], place [for	exclamation mark
Introduce:	might, should, will, must]	Introduce:	example, nearby] and	noun,
		Rhetorical question	number [for example,	noun phrase
Metaphor	Introduce:	Colons	secondly] or tense choices	statement
Personification	Main and subordinate	Dashes	[for example, he had seen	question
Onomatopoeia	clauses with full range of		her before]	exclamation,
Developed use of technical	conjunctions: Expanded -ed			command
language	clauses as starters e.g.		Introduce:	(imperative verbs)
	Encouraged by the bright		Use change of place, time	compound
	weather, Jane set out for a		and action to link ideas	suffix
	long walk. Terrified by the		across paragraphs. Story	adjective
	dragon, George fell to his		starters could include	adverb
	knees. Elaboration of starters		flashbacks Introduction –	verb tense (past,
	using adverbial phrases e.g.		should include action /	present) apostrophe
	Beyond the dark gloom of		description -character or	(contractions and
	the cave, Zach saw the		setting / dialogue Build-	singular possession)
	wizard move. Throughout the		up -develop suspense	comma
	night, the wind howled like		techniques Problem /	preposition



an injured creature. Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Use of rhetorical questions Speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.

Dilemma -may be more than one problem to be resolved Resolution -clear links with dilemma Ending -character could reflect on events, any changes or lessons, look forward to the future ask a question . Independent planning across all genres Secure use of range of layouts suitable to text Express own opinions clearly Summary clear at the end to appeal directly to the

Writing Outcomes:

- Novels and stories by significant children's authors
- Myths

reader

- Imaginary worlds suspense
- Instructions
- Auto/Biography
- Persuasive writing
- · Classic poem
- Contrasting poetry

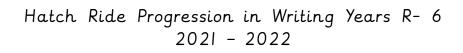
conjunction
word family
prefix
clause
subordinate clause
direct speech
consonant/vowel
inverted commas
(or 'speech marks')
determiner
generaliser
pronoun
possessive pronoun
adverbial

Key Essential (NC): modal verb relative pronoun

relative pronoun relative clause parenthesis bracket dash cohesion ambiguity

Introduce:

Metaphor Personification Onomatopoeia Rhetorical question





		Year 6		
Key Texts for writing: How	to train your Dragon, Beowulf,	Friend or Foe, Rose Blar	rche, Macbeth, Alma (visual	literacy)
Word	Sentence	Punctuation	Text	Terminology
Spelling – use NC				
Appendix 1				
Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5	Consolidate Year 5 list	Consolidate
		list		letter
Key Essential (NC):	Key Essential (NC):		Key Essential (NC):	capital letter
The difference between	Use of the passive to affect	Key Essential (NC):	Linking ideas across	word
vocabulary typical of	the presentation of	Use of the semi-	paragraphs using a wider	singular
informal speech and	information in a sentence	colon, colon and	range of cohesive devices:	plural
vocabulary appropriate for	[for example, I broke the	dash to mark the	repetition of a word or	sentence
formal speech and writing	window in the greenhouse	boundary between	phrase, grammatical	punctuation
[for example, find out -	versus The window in the	independent clauses	connections [for example,	full stop
discover; ask for -	greenhouse was broken (by	[for example, It's	the use of adverbials such	question mark
request; go in - enter -	me)].	raining; I'm fed up]	as on the other hand, in	exclamation mark
said versus reported,	The difference between	Use of the colon to	contrast, or as a	noun,
alleged, or claimed	structures typical of informal	introduce a list and	consequence], and ellipsis	noun phrase
How words are related by	speech and structures	use of semi-colons	Layout devices [for	statement
meaning as synonyms and	appropriate for formal speech	within lists	example, headings, sub-	question
antonyms [for example,	and writing [for example,	Punctuation of bullet	headings, columns, bullets,	exclamation,
big, large, little].	the use of question tags:	points to list	or tables, to structure	command
	He's your friend, isn't he?, or	information	text]	(imperative verbs)
Introduce:	the use of subjunctive forms	How hyphens can be		compound
Build in literary feature	such as If I were or Were	used to avoid	Introduce:	suffix
to create effects e .g.	they to come in some very	ambiguity [for		adjective
alliteration, onomatopoeia,	formal writing and speech]	example, man eating	Writing Outcomes:	adverb
similes, metaphors	·	shark versus man-	 Stories with flashbacks 	verb tense (past,
	Introduce:	eating shark, or	 Suspense story 	present) apostrophe
	Developed use of rhetorical	recover versus re-	• Historical text	(contractions and
	questions for persuasion	cover]		singular possession)

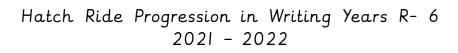


Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	 Extending narrative from a different point of view Balanced argument Formal and informal letters Journalistic Own style poem Imagery poetry 	comma preposition conjunction word family prefix clause subordinate clause direct speech consonant/vowel inverted commas (or 'speech marks') determiner generaliser pronoun possessive pronoun adverbial modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity
		Key Essential (NC): Subject object active passive synonym



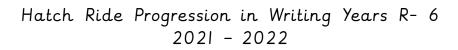
		antonym
		ellipsis
		hyphen
		colon
		semi-colon
		bullet points

Spelling Progression	
, 3	NC appendix I
	Taught discretely and through English lessons, reading and writing.
	Phonics progression through YR - Y2
	Phonics teaching through KS2 where required.
	Nelson Spelling and Grammar scheme through KS2
	Ongoing reflection on the development of spelling scheme to tie in closer to our progressive phonics
	teaching.
Handwriting Progression	YI - Y5 groups follow the Penpal handwriting scheme
	SEND children will have personalised practise/expectations depending on need.
	Year 6 feedback and personalised interventions due to end of KS expectations.
Handwriting EYFS	By the end of EYFS:
	 To sometimes give meaning to marks as they draw and paint.
	 To realise tools can be used for a purpose.
	 To draw lines and circles using gross motor movements.
	 To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
	 To hold a pencil near point between first two fingers and thumb, and uses it with good control. To copy some letters.
	To give meaning to marks they make as they draw, write and paint.
	 To use some clearly identifiable letters to communicate meaning, representing some sounds
	correctly and in sequence.
	 To show a preference for a dominant hand.
	 To begin to use anticlockwise movement and retrace vertical lines.





	 To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing.
Handwriting end of KSI	 By the end of KSI: To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.
Handwriting end of KS2	 By the end of KS2: To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. To write legibly, fluently and with increasing speed by:





	 -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task.' To recognise when to not join (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Composition progression	 Progression in composition monitored through book looks and audit process by subject leader. Development of a book of moderated pieces by new subject leader to demonstrate composition at Hatch Ride. Technical skills should be evident through these pieces and relative to Key Stage expectations.