

English Progression Document



English

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy. Bilton Community Federation



Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

Reading

At BJS, reading is at the heart of our curriculum and we are committed to enabling our children to gain a life-long love of reading and books. Through a range of high quality texts and learning experiences, we help our children to read accurately and fluently with understanding and develop their learning across the wider curriculum with opportunities to apply taught reading skills across other subject areas.

Reading is the key to academic success and a crucial life skill, helping the children to gain knowledge and develop their vocabulary across the curriculum at Junior school and beyond, and as such is of the highest priority here at BJS.

How do we teach reading at BJS?

The skill of reading is taught, practiced and promoted throughout the school, across the whole curriculum and through a range of strategies:

- Reading for pleasure supported by Accelerated Reader
- Phonics Lessons
- Specialist phonics catch up lessons
- Whole class reading supported by CLPE (Centre for Literacy in Primary Education) Power of Reading
- Reading Comprehension
- DEAR (Drop Everything and Read) daily
- Reading for the wider curriculum
- Access to the school library



Phonics at BJS

Phonics is the gateway to reading and for those children who have not yet mastered the skills of Phonics on entry to BJS we have a bespoke programme and a reading catch up programme based on Project X, delivered by our phonics specialists. Those who continue to struggle with reading further up the school continue to be supported by our phonics and SEND specialist teachers.

Power of Reading Approach

The Power of Reading (developed by the Centre for Literacy in Primary Education) is a creative approach to reading using high quality texts and supported by a multi disciplinary approach to reading focused on deep understanding of the texts and its context including, drama, vocabulary, fluency, text analysis, links between texts and comprehension.

Writing

At Bilton Junior School, we want to build on previous learning to develop confident, proud and effective writers. We expect our pupils to build writing stamina as appropriate for their age and ability. Our writers are encouraged to become increasingly resilient by making choices in their writing which might include rejecting vocabulary in order to choose a more effective word and they will be taught how to edit their work, making purposeful changes. Writers at BJS will apply the conventions of grammar and punctuation to their writing and they will apply spelling rules that we aim pupils to retain in their long term memories. We intend for all of this to accumulate into a developing a love of writing effectively for a purpose.

Spelling

Spelling is taught using Jane Considine's 'The Spelling Book' approach. Each year group investigates phonemes and graphemes to develop their knowledge of spelling families, rules and they explore exceptions to rules. Children have access to 'Spelling Shed' at school and at home to consolidate their learning about spelling that takes place in class. Regular practise both at school and at home enable spelling rules to be retained in the long term memory – spelling is for life not just for a test!



Handwriting

Pupils are taught to form their letters correctly and to have clear ascenders and descenders, with an expectation of a clear, legible joined handwriting style. A variety of resources are used including 'Letter Join Handwriting'.

Writing

Each year group creates writing from a range of genres which are revisited and developed during their time at BJS. These include: Fiction, Non-fiction, Poetry, Story writing (narrative), Play scripts, Myths and Legends, Fairy tales, Fables, Traditional Tales, Letters, Diary Entries, Biography / Autobiography, Balanced/biased arguments, Persuasive writing, Newspaper Reports, Explanation Texts, Instructional Texts, Non-Chronological Reports, Recounts, Narrative Poems, Free Verse, Structured poems such as Haiku Tanka, Visual/Shape Poems. These genres are inspired by high quality texts. Pupils are able to see inside an author's mind and the choices that are made during the writing process through modelling. Pupils work collaboratively to gather ideas for writing and when editing. Our pupils see themselves as writers who communicate effectively with a range of audiences and for different purposes. We use Jane Considine's 'Progression Through Genres' in addition to creating our own schemes of work that have cross-curricular links which support learning in other subjects. Our pupils are given individual feedback, class feedback, peer feedback and self-assess their own writing.

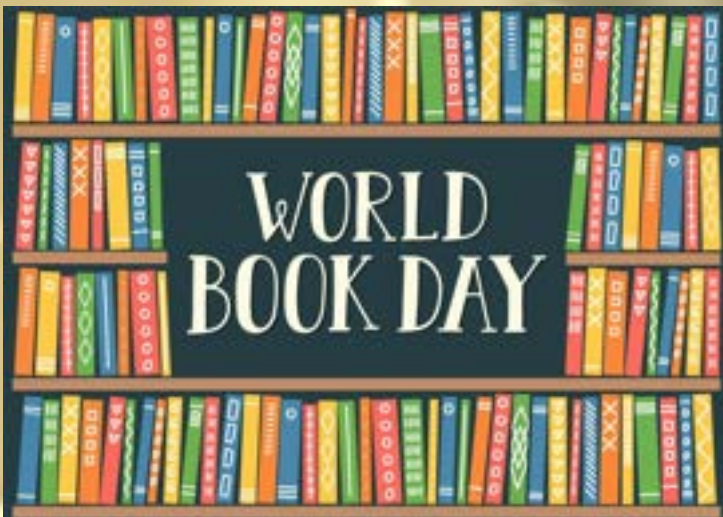


Spoken Language

Pupils at BJS are supported and encouraged to be confident in the art of speaking and listening. They use discussion to communicate with others; this might be in pairs, groups or with the whole class. Our pupils are encouraged to speak clearly and confidently. They are provided with opportunities to articulate their views and opinions; they speak for a range of purposes and to different audiences. Our pupils have opportunities to participate in plays, class debates, assemblies, Junior Leadership Team and Learning Ambassador meetings. In lessons our pupils have talk partners, participate in drama / role play, share thoughts and opinions in PSHE and apply their speaking and listening skills in all subjects.

Supporting children with additional needs (SEND inclusion)

At BJS we expect ALL children to convey their written ideas with increasing competence. Children are supported with this development in many different ways including: the learning of differentiated spellings; scaffold frames to support organisation of ideas; gathering vocabulary through pairs / group / class discussion; word mats with High Frequency Words / topic related vocabulary; verbal rehearsal before putting pen to paper; the use of laptops instead of hand-written writing.



At BJS we celebrate World Book Day by inviting into school authors and story tellers. It is also a great opportunity for the children and staff to dress up as their favourite book character!

We are lucky to have a link with the local author 'Janet Roberts' who has shared her experiences as a writer with the children at BJS. Janet has written a popular series of 'Chico Chugg' books. The children were delighted to have their copies signed!



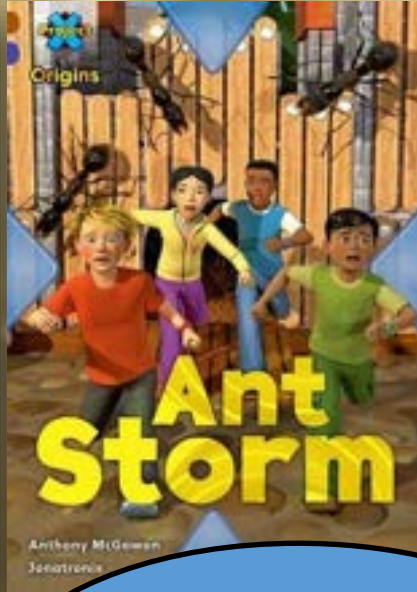
We have strong links with our local bookshop 'Hunts' who provide a pop-up book shop and book deliveries to school. The school have benefited from many free books from this link.



Each class has allocated library time for choosing their own reading material and to listen to stories. We are lucky to have a range of exciting books for the children to read.

Project X

Project X is a whole-school reading and writing programme designed to encourage and inspire children. This is taught by our specialist phonics lead to children in small groups.



I love reading to Rosie.
She is a great listener and helps my confidence.



Reading Overview

Word Reading

	Year 3	Year 4	Year 5	Year 6
	In lower Key Stage 2 our developing and fluent readers will have			
Word reading	continue to develop their understanding of phonics, onset and rime, rhyme and analogy through spelling and reading, develop fluency looking at larger chunks of words, undertake word investigations and sorting activities		Observe the ways in which unfamiliar words are constructed and draw upon a growing repertoire of morphemes and spelling patterns.	Make use of effective cueing systems and appropriate reading strategies - increasing independence in reading and spelling strategies through the use of editing partners, word collections, encouragement of self-monitoring and self-help strategies.
	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 National Curriculum, both to read aloud and to understand the meaning of new words they meet		apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read for pleasure and purpose			
	Use dictionaries to check the meaning of words read	Use dictionaries to check the meaning of words read	Use dictionaries to check the meaning of words read	Use dictionaries to check the meaning of words read

Comprehension

Comprehension	develop positive attitudes to reading, and an understanding of what they read, by:			
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
	reading books that are structured in different ways and reading for a range of purposes			
	using dictionaries to check the meaning of words that they have read		increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		recommending books that they have read to their peers, giving reasons for their choices	
	identifying themes and conventions in a wide range of books		identifying and discussing themes and conventions in and across a wide range of writing	
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		making comparisons within and across books	
	discussing words and phrases that capture the reader's interest and imagination		learning a wider range of poetry by heart	
	recognising some different forms of poetry		preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
	understand what they read, in books they can read independently			
	understand what they read, in books they can read independently by:			
	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			
	asking questions to improve their understanding of a text			
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	predicting what might happen from details stated and implied			
	identifying main ideas drawn from more than 1 paragraph and summarising these		summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	
	identifying how language, structure, and presentation contribute to meaning			
	retrieve and record information from non-fiction		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		distinguish between statements of fact and opinion	
			retrieve, record and present information from non-fiction	
			participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	
			explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	
			provide reasoned justifications for their views.	


Writing Overview

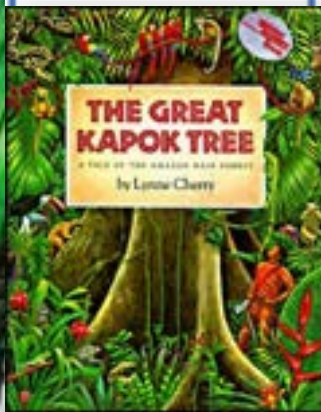
	Autumn	Spring	Summer
Year 3	<p>The Great Kapok Tree Storyboard and narrative,</p> <p>Coming to England - Floella Benjamin Biography, fact files</p> <p>We're Going on a Bear Hunt—Poetry</p> <p>Onomatopoeia - Joseph Coelho Poetry</p> <p>Bonfire Night Informative Poster</p> <p>Mousehole Cat Setting descriptions</p> <p>Stone Age Boy Narrative, Non chronological report</p> <p>How to Wash a Woolly Mammoth Instructions</p> <p>Poppies - Narrative</p>	<p>The Secret of Black Rock Narrative Play script Reported Dialogue Predictions</p> <p>Pugs of the Frozen North Character description Prediction</p> <p>Shackleton's Journey Biography</p> <p>Lost and Found Diary Adventure Narrative</p> <p>Soar - Alyce Tzue Character description Non chronological report Playscript</p>	<p>Marcy and the Riddle of the Sphinx - Todd Stanton Prediction/Settings Character description Suspense Narrative Riddles</p> <p>The Bluest of the Blue Non chronological report Letter</p> <p>Tadeo Jones Prediction Setting and personification Storyboard - chronological order Diary</p>
Year 4	<p>Escape from Pompeii— Christiana Balit (Setting description, eye witness accounts and diaries).</p> <p>My Heart Is a Poem (Poetry)</p> <p>Earth Shattering Events (Non-chronological reports)</p>	<p>A Midsummer Night's Dream (Biography and Play scripts)</p> <p>Charlie and the Chocolate Factory (Character description, Persuasive writing, Narrative)</p>	<p>The Iron Man (Story Openers, Vlogs)</p> <p>Journey to the River Sea (Interviews in role, letter writing, discussion)</p>
Year 5	<p>I Was a Rat! (Formal letter, newspaper reports, diary entry)</p> <p>Street Child (Narrative)</p> <p>Queen Victoria (Biographies)</p>	<p>Curiosity—Mars Rover Setting description, information text/non-chronological reports, poetry</p> <p>Tom's Midnight Garden (Narrative, dialogue)</p>	<p>Journey to Jo'burg (Play script)</p> <p>The Magic Paintbrush (Balanced Argument, Character Description, Prose Narrative)</p> <p>The Present (Film Narrative)</p>
Year 6	<p>Private Peaceful Character setting, description, diary entry, persuasive speech</p> <p>War Poetry</p> <p>Christmas Truce (Narrative)</p> <p>Rock UK Review (Reviews)</p>	<p>Macbeth Setting description, letters, diary entry balanced argument</p> <p>Alma Film review, setting description, narrative</p>	<p>Adventures of Odysseus Greek Holiday Leaflets (persuasion) Narrative, character description</p> <p>Pickle Letters Persuasive letter</p>

Year 3 Autumn

Diaries/Recounts

READING
RAINBOW
BOOK

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p>  <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>



Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Grammar and Sentence Structure

Toucan



This colourful bird is flies over the colourful canopy with all the different animals. The Toucan has a colourful beak.

Description
 The color of a Jaguar is Brown, Yellow, white and Tan. The nose of a Jaguar is pink. The eye of a Jaguar is orange. They are very dangerous.

Diet
 Jaguars eat capybaras, deer, monkeys and squirrels, and. Jaguars are carnivores.

Habitat
 Jaguars Mostly live in the amazon Rainforest.




Interesting fact: name
 panthera onca. Jaguar are fast swimmers.

Adverb

My dog sleeps happily on the rug.
 The sun shines brightly today. So in a hurry.
 Time to school. The rain falls heavily on the playground. The bee gently buzzes around flowers. The rabbit hops playfully.

Adjectives



An adjective is a describing word. An adjective describes a noun. I lived in a mansion. I moved into a big house.

Verb


A verb is a doing or being word. A verb can tell us what someone or something is doing. I am eating a juicy apple. We are going on an airplane this week. The yellow, buzzy bee is swimming.

Co-ordinating Conjunction

F-for
 A-and
 N-not
 B-but
 O-or
 Y-yet
 S-so

A compound sentence has two main clauses. She likes apples. She likes oranges. She likes apples, but she likes oranges. You can eat raw. You can eat later. You can eat raw, or you can eat later. I had a big, colorful, delicious apple.

Noun




A noun is a person, a place or a thing. I can recognize a noun because it has a name. The inquiry is...

Year 3 Autumn


Biographies

Fact Files

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>



 If I was Floella I would be happy because I could finally stop after living with a wicked ^{mad} p because I would not know how to get to England or if it's actually I am going to England. loved because



 Windrush Generation
 Between the years 1948 and 1973 people came from the Caribbean to Britain. The people travelled on a ship called the HMT Empire Windrush. There were 1027 on board. It took a month to get to Britain. They came to Britain because England needed people to help rebuild their



Floella Benjamin
 Born: 23rd September 1949
 She was born in Trinidad. In 1960, Floella moved to Great Britain. She found it difficult to fit in. When Floella left school, she wanted to be an actress. Floella became a famous actress, a basin

Poetry

Onomatopoeia - Joseph Coelho

Poetry

Add detail about the senses.

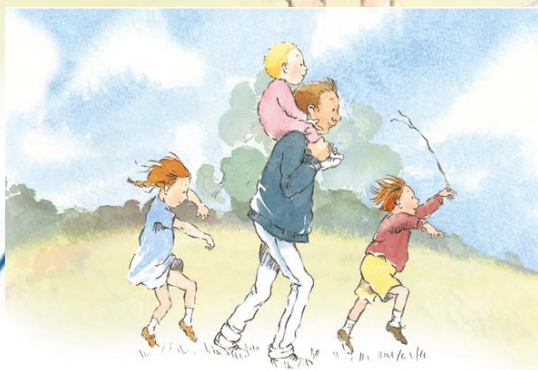
Use exciting vocabulary.

Start each line with a capital letter.

Use poetic to create effect.

Start each sentence on a new line.

Read my poem aloud.




We're Going on a Bear Hunt

Michael Rosen • Helen Oxenbury



We're going on a toucan hunt,
We're gonna catch a huge one,
What a sensational Sunday,
We're not scared,
Uh oh!
a mud pit a dirty, brown mud pit!

The Crunch of an apple
That's Onomatopoeia!
The ding of cereal being poured into a bowl
That's Onomatopoeia!
The Rumble of thunder
That's Onomatopoeia!
The Roar of a lion
That's Onomatopoeia!
The Scribble of a pencil


Onomatopoeia
A sound that is a word is Onomatopoeia. The Cackling of a witch is Onomatopoeia. The Rumble of lightning is Onomatopoeia. The creak of a floorboard that's Onomatopoeia.

Information Text

Guy Fawkes
Guy Fawkes is a famous figure in history. He conspired unsuccessfully to blow up the House of Parliament in 1605.

Who Was Guy Fawkes?
Guy Fawkes was born in York in 1570. He was a Roman Catholic. During this time Catholics were treated very badly. Guy Fawkes fought in the Spanish Army and returned to England in 1603. He joined a group led by Robert Catesby who had a plan of blowing up the

What happened to the conspirators?
Guy was arrested and taken to the Tower of London and guilty of treason. He raised his voice and John Johnson to accuse them. He was tortured for 3 days but then finally he gave the names of the other people in the plot. Guy was hanged. His and the others heads were put on spikes at the Tower of London.

Why is there Bonfire Night?
King James I wanted to celebrate that

Poetry

of parliament with James I the King
it.

Gunpowder plot:
In 1605 James I was king and he was a Protestant. His government treated the Catholics very badly. They were Protestants and the plan was to blow them up. Guy Fawkes was an expert in gunpowder and was put in charge of the plot. They put 36 barrels of gunpowder in the cellars of the Houses of Parliament. However, this attempt failed and became known as the Gunpowder Plot.

laws such as

only

he had survived the Gunpowder plot so he was ordered that the 5th of November should be a celebration for everyone in Britain. So they light bonfires and release beautiful fireworks. Many people in Britain still choose to celebrate Bonfire Night.

Information Text

Title

Headings and Subheading

Bold print

Key Words

Diagrams

Setting Descriptions

THE MOUSEHOLE CAT

Setting Description

A name for the place.

Details to make the place believable.

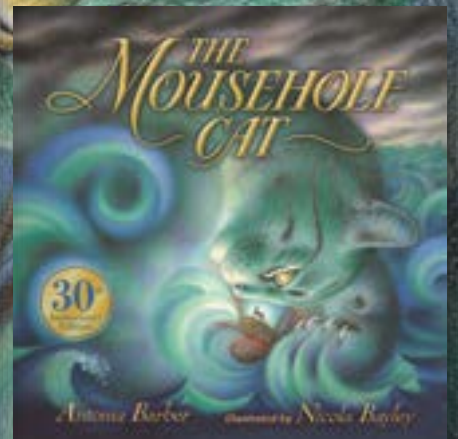
Describe the weather and time of day.

Describe what can be seen, heard, felt.

Use adjectives to allow the reader to picture the setting.



Old Tom quietly sat outside his small, pretty
Cottage. It was a beautiful day in Mousehole for
fisherman Tom and his ^{glassy, black} cat Mowser. Mowser was playing
inside of the small, cottage and Tom was cleaning his
big net. The calm, gentle breeze blew the relaxed ocean
while the fish played happily. Later on, Tom thought



Antonia Barber

illustrated by Nicola Bayley

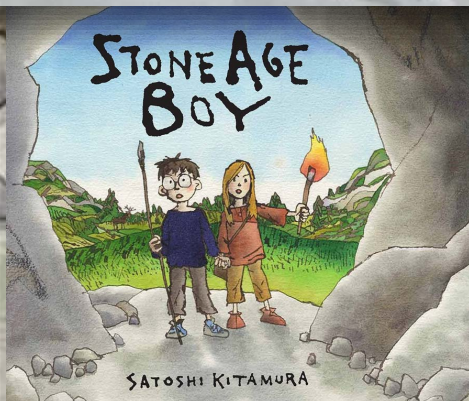
Narrative

Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction.	Simple sentences with extra description.	The following report	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
Organised into paragraphs shaped around a key topic sentence.	Some complex sentences using when, if, as etc.	They don't It doesn't	<u>Verbs</u> Present perfect forms of verbs instead of 'the'
Use of sub-headings.	Tense consistent e.g. modal verbs can/will	Sometimes Often	<u>Adjectives</u> Choose appropriate adjectives.
	Adverbials e.g. When the caterpillar makes a cocoon...	Most	<u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)
			<u>Tense</u> Correct and consistent use of past and present tense.
			<u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.



When I revived, I found myself in a
Chilly, Wet, ^{exp} ~~Quarry~~ Cave. Just then I saw
a mix of bright, bold colours. Such as ^{pu} like
green for the grass, light blue for the sky and
golden yellow for the sun. So I curiously
walked towards the light.



Ug keeps on complaining about how hard his bousers
are. Ug wants bousers made of mamoth skin. Ug is
so so so so so so so so curious because he is a genius.
Ug doesn't like being in the Stone age because almost
everything is made out of hard cold stone. Ug
questions things because he is very curious. Ug uses
a language that his parents don't understand. He
uses words like: grut juice, wooly and soft soft
soft. Ug is unhappy because he doesn't like the
Stone age.

Instructions

How to clean your Mammoth.
 Has your beastly pet been grubby lately?
 It is time to keep your own pet clean. Here is a guide to achieve that goal.

Equipment:

- Hairdryer
- String tooth brush
- Step ladder
- Mouth wash
- Towel
- Cake
- Tusk whittener
- (Mammoth) Shampoo
- A large open space
- Hose
- Net
- Sponge (big)

Method:

1. First, you will need to prepare for the event. Make sure your Mammoth is content, well fed and brave.
2. Next, put your pet in an open space. Make sure they stand still.
3. Then, carefully climb up the step ladder with your hose. Rinse your Mammoth from head to toe until he is sparkling.
4. After that, put the shampoo on to your Mammoth. Scrub your darling with a sponge.
5. After wash, rinse with your hose pipe.
6. Now, top your mammoth in a towel. Using the hairdryer, dry your woolly friend.

HOW TO WASH A WOOLLY MAMMOTH



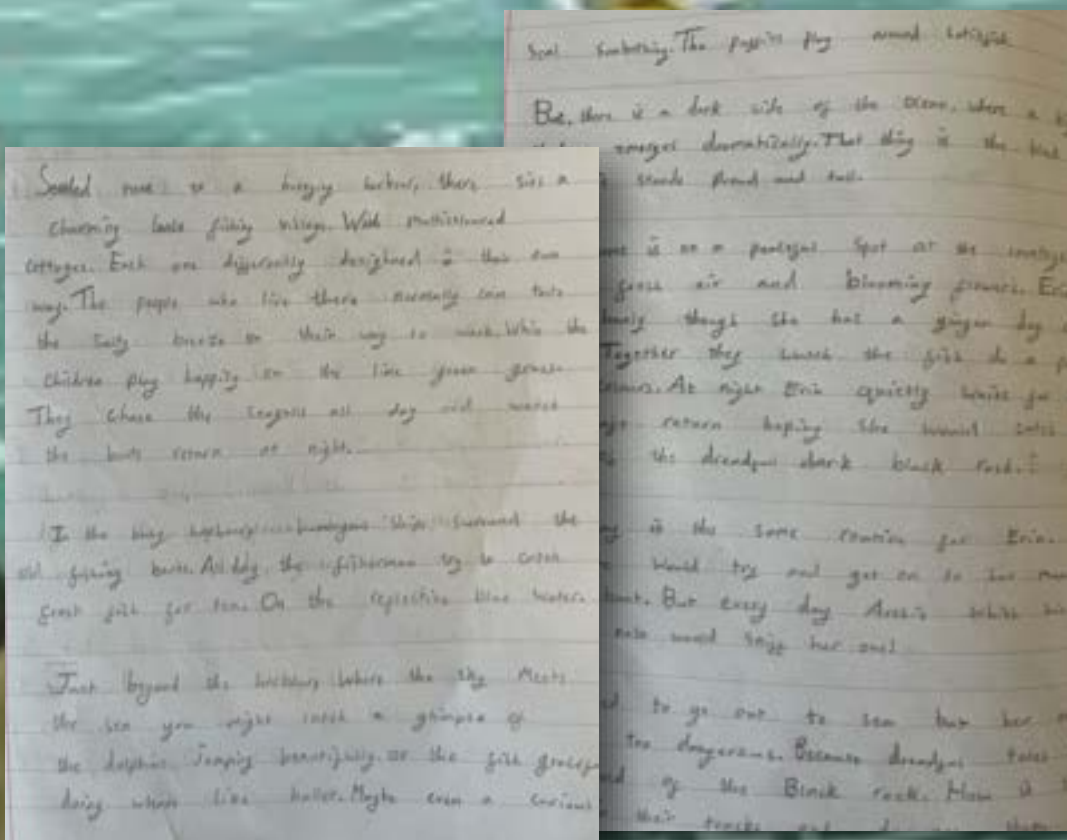
Michelle Robinson
& Kate Hindley

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 3 Spring

Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning	Simple sentences with extra description. Some complex sentences using because, which, where etc.	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Organised into paragraphs e.g. When she arrived at the bear's house..	Tense consistent e.g. typically past tense for narration, present tense in dialogue	Adverbs: very, rather, slightly	<u>Tense</u> Correct and consistent use of past and present tense.	
Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours		<u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.	



LOST AND FOUND

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

The story of the animated film, based on the bestselling book by

OLIVER JEFFERS

Diary

Narrative



Writing with increased confidence and independence from previous report

Report Writing

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Character Description and Script Writing



Year 3 Summer

Prediction

Riddles

Setting and Character Description

Setting and Character Description

A name for the place.

Details to make the place believable.

Describe the weather and time of day.

Describe what can be seen, heard, felt.

Use adjectives to allow the reader to picture the setting.

Describe what the character looks like.

Describe how the character acts, moves and speaks.

Describe what the character thinks and feels.

Use interesting adjectives.

Suspense Narrative

Suspense Narrative

A detailed description of the surroundings.

Clues to engage the reader.

Physical reactions from the character.

Emotional responses of the character. How are they feeling?

Events are in order.

Exclamation marks are used to express strong feelings, such as anger or joy.



Letters

Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



Prediction

Diary



Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Setting and Personification

Storyboards

ESCAPE FROM POMPEII

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Narrative

The beautiful Roman city of Pompeii, sits proudly and peacefully under the ^{gleaming} sun by the crystal clear and glistening sea. Next to majestic Mount Vesuvius, with its busy and bustling market, the city has lots of unique shops. The towns people live in sand stone villas and you can be seen scurrying around in the crowded streets.

Year 4 Autumn

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While we watched the sea lion show...	Later on...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
Links between sentences help to navigate the reader from one idea to the next.	Use embedded/relative clauses e.g. Penguins, which are very agile,	Before long...	<u>Verbs</u> Standard English forms for verbs.
Paragraphs organized correctly around key events.	Include adverbs to show how often e.g. additionally, frequently, rarely.	At that very moment...	<u>Adjectives</u> Choose appropriate adjectives
Elaboration is used to reveal the writer's emotions and responses.	Sentences build from a general idea to more specific.	At precisely...	<u>Connectives/conjunctions</u> Use a wide range of connectives.
	Use emotive language to show personal response e.g. fabulous, showcase inspired me	When this was complete...	<u>Tense</u> Correct use of past and present tense.
		I was gripped by...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.
		I felt overwhelmed when...	
		I was personally affected by...	
		This has changed how I feel about...	

Diary

Inside Lunt Fort, the Roman soldiers told us their names which were Rufus and Agneus. Then they told us to put our coats and bags on some hooks and to then go and stand outside and wait for the rest of our classmates to come out. When all of 455 had come out, we stood in a line and Rufus and Agneus taught us how to march just like the Roman soldiers would have in battles like the battle of Watling Street. They marched like this... Sin... Dex... Sin... Dex... We all marched outside and learned about

The very first ditch had spikes in and running in to attack and you fell in... second ditch was shaped like a v so if you were not strong enough to pass the first ditch and you tried to attack and you fell into the second ditch you could break your ankle so you could not run. This ditch was called the 'ankle breaker'.

It was a busy and lively city. People in the city would come to the market and buy delicious fruit and vegetables. There was also bread for your meals to go with your fruit and vegetables. While you're shopping, you may pass the towns tradesmen, carrying their goods including oils and heavy pots, and sometimes you would see the fisherman with their smelly fish in the boxes that they have, but even if they don't come and you don't see them, their properly by the harbour. You might even smell the fish because the smell has drifted through the gentle wind. If you came to the market often, you would be used to smell of fish and freshly baked bread. You could hear the people arguing in the colourful shops. Constantly arguing with each other, the tradesman arguing to see who's right was the best.

Year 4 Autumn

Poetry

Poetry

Add vivid detail of sight, sound, smell, taste and touch.

Use ambitious vocabulary.

Start each line with a capital letter.

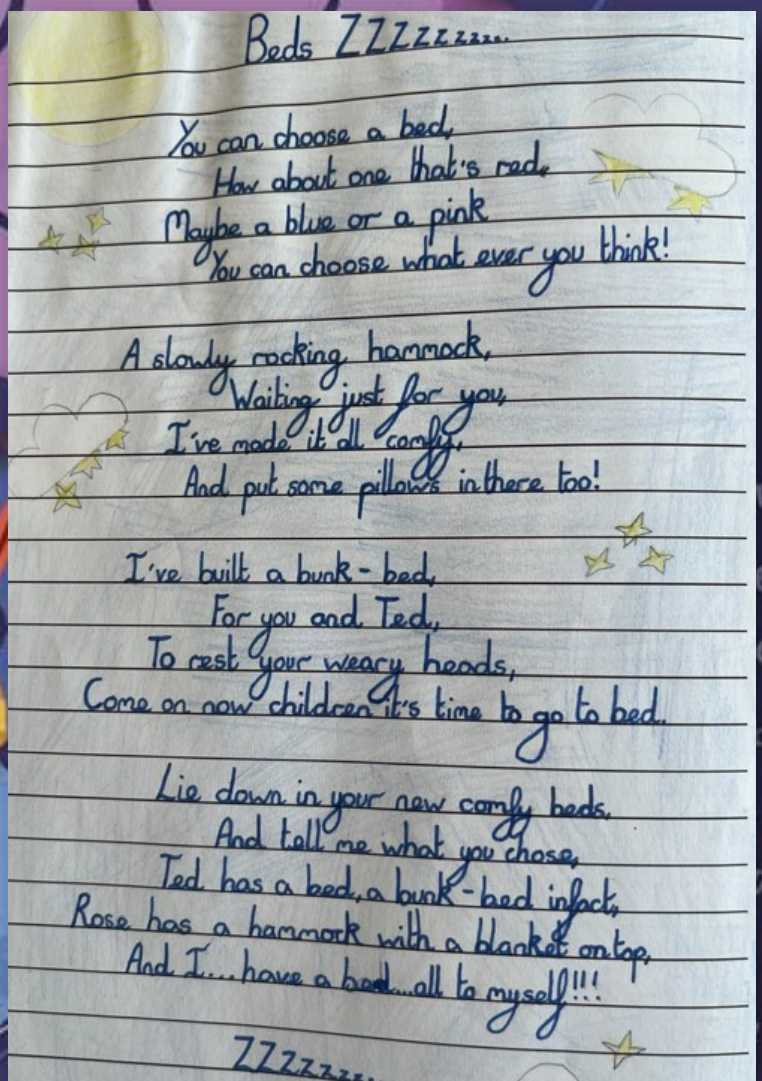
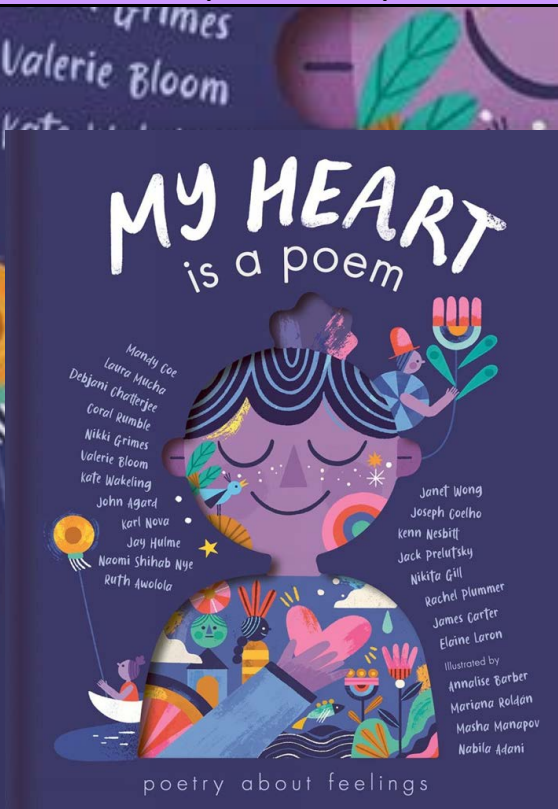
Use the same tense throughout the poem.

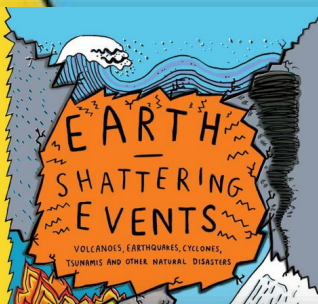
Use features such as repetition to create effect.

Start each sentence on a new line.

Adapt the tone, volume and intonation to match the words when reading the poem.

Edit and improve the poem based on feedback.





Year 4 Autumn

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While the eggs hatch female penguins ...	This report will	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
Links between sentences help to navigate the reader from one idea to the next.	Use embedded/relative clauses e.g. Penguins, which are very agile,	The following information	<u>Verbs</u> Standard English forms for verbs.
Paragraphs organized correctly into key ideas.	Include adverbs to show how often e.g. additionally, frequently, rarely.	Usually	<u>Adjectives</u> Choose appropriate adjectives
Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Sentences built from a general idea to more specific.	Normally	<u>Connectives/conjunctions</u> Use a wide range of connectives.
	Use technical vocabulary to show the reader the writer's expertise.	Even though	<u>Tense</u> Correct use of past and present tense.
		Despite the fact	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.
		As a rule	

EXTREME EARTHQUAKES!!!

When do earthquakes occur?
Earthquakes can occur absolutely anywhere but they rarely occur on the edges of the tectonic plates and as an earthquake can occur anywhere it makes it a bit hard to know when one is coming.

Have you ever wondered what happens when the world gets so angry? Do you know why the ground sometimes rumbles or even explodes? Think if you could like to know why...

How to survive an earthquake & volcano eruption!
DROP! Get under a table or a desk and hold on.
COVER! As well as dropping you need to stay away from heavy furniture. Now for some instructions for a volcano **BE PREPARED!** Have instructions on how and make sure everyone understands them! **LISTEN TO LOCAL AUTHORITIES!** Follow their instructions for preparation, evacuation and sheltering and stay indoors.

Effect of earthquakes and volcanoes that can erupt!
The amount of damage that earthquakes and volcanoes can cause can be devastating. The most recent is the immediate effect of an earthquake for the most recent time was in some aftershocks by...

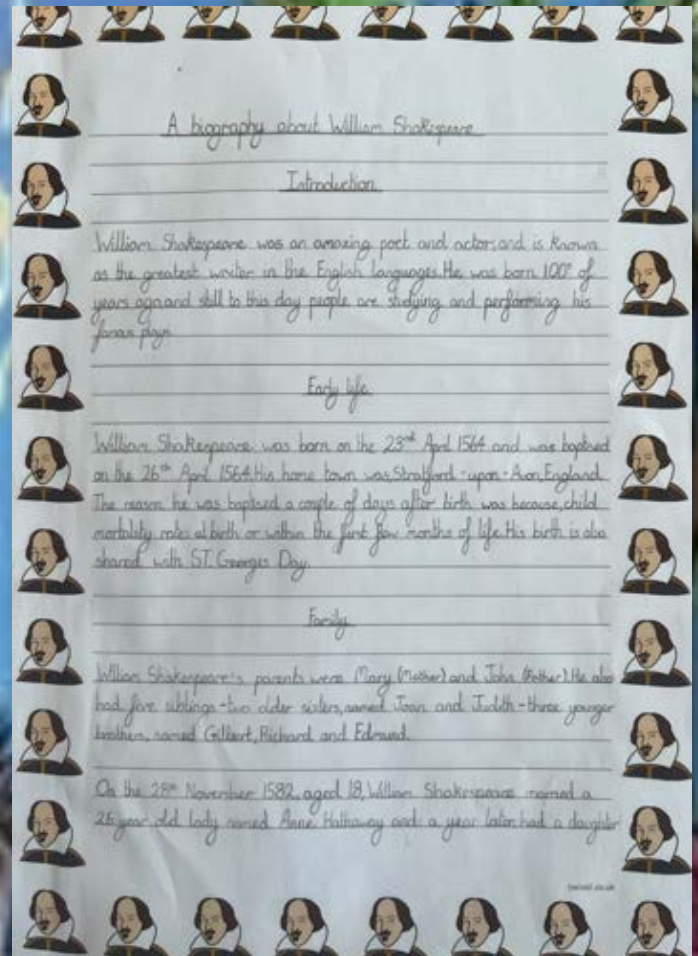
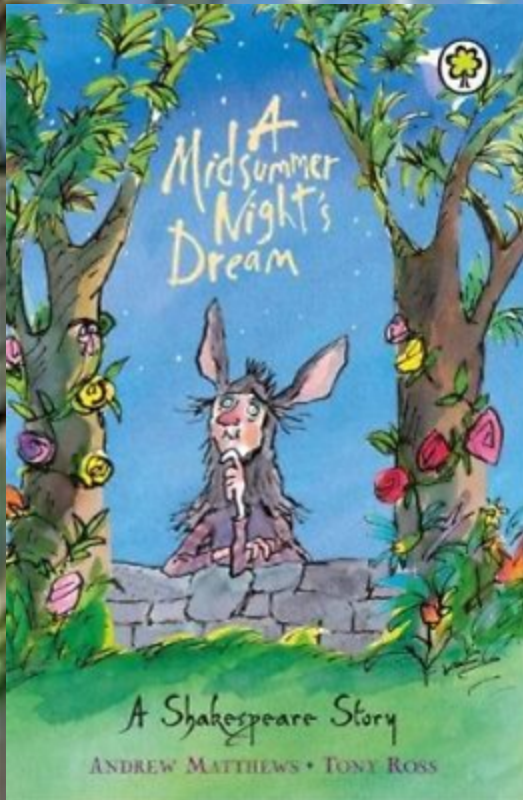
Mount Rainier is found in the United States and its highest point is 4,392m high. It last erupted in 1891. Sanbor volcano is found in Sanbor, just south of Mexico and its highest point is 3772m high. Its most recent eruption was in the year 2013 in August on the 24th. Mount Tambora is found in Indonesia and its highest point is 2850m high. Its last eruption was in 1967.

What are the causes of earthquakes and volcanoes erupt?
Volcanoes and earthquakes occur due to movement of the Earth's tectonic plates. Earthquakes can wake up volcanoes or make them erupt. When enough magma builds up in the chamber where it is stored it also holds up lots of force and when it can't hold it erupts often causing a volcanic eruption.

VIOLENT VOLCANOES!!!

Year 4 Spring

Biography



Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While we watched the sealion show...	In his /her early years... By the time he/she had... In his/ her final years... What is clear is that... Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She might have been... His/Her one regret was that...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
Links between sentences help to navigate the reader from one idea to the next.	Use embedded/relative clauses e.g. Penguins, which are very agile,		<u>Verbs</u> Standard English forms for verbs.
Paragraphs organised correctly around key events.	Include adverbs to show how often e.g. additionally, frequently, rarely.		<u>Adjectives</u> Choose appropriate adjectives
Elaboration is used to reveal the writer's emotions and responses.	Sentences build from a general idea to more specific.		<u>Connectives/conjunctions</u> Use a wide range of connectives.
	Use emotive language to show personal response e.g. fabulous, showcase inspired me to....		<u>Tense</u> Correct use of past and present tense.
			<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.



Play Script

A Midsummer Night's Dream

Scene 1: Love and magic!

Character list: Oberon - Ansel - King of the Fairies
Puck - Joshine - An Elf
Titania - Lily - Queen of the Fairies

Scene setting: A clearing in the Fairy Forest

Dialogue and Stage directions

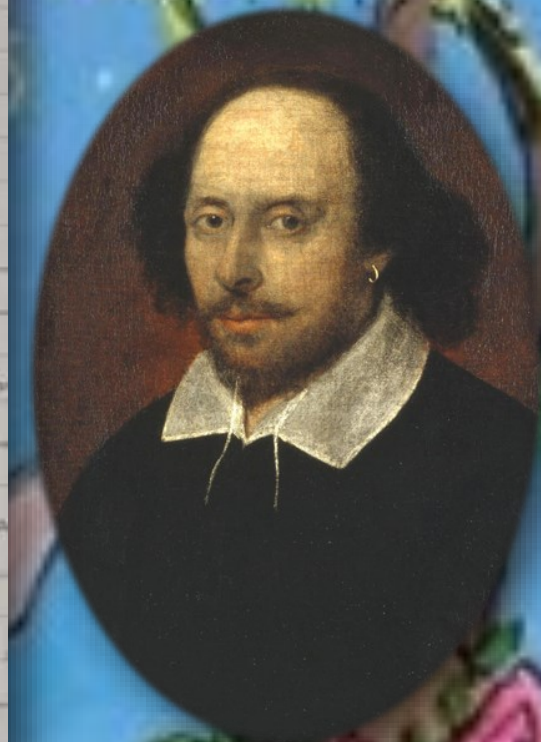
(Thinking face) I wonder what my masters doing today? Let's go and see! (Fry to stage) (Come to on stage) There he is! He looks like he's going to start arguing again!

Come on fairies, we need to leave because the King is coming and he might start to argue again!

(Ansel) Titania! Don't go! This argument has gone on for too long now it shall stop! You say I have even to be jealous of your page boy, but I do! (Hands on hips)

(Thinking face) There arguing again, maybe I could do something to help my master?

... we him to me! (Ansel I'm getting something)



Play Script Checklist

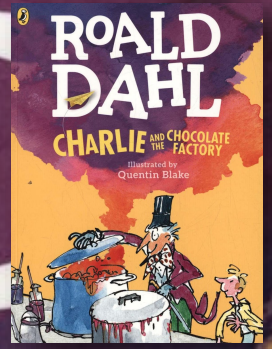
- A heading (title)
- A cast list at the start of the script
- Stage directions in brackets and in present tense
- Characters' names are written on the left
- Colons are used after characters' names
- There is a new Scene for every time the setting changes
- There is a new line for every speaker
- There are ellipses ... to show a character's behaviour
- CAPITALS or italics have been used to give emphasis to a word
- There are NO inverted commas for speech



ROALD DAHL

Year 4 Spring

Persuasive Advert/Speech



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Narrative

Quotes:

"I just adore gum. I can't do without it."

"And who's she to criticize, anyway, because if you ask me say that her jaws are going up and down almost as fast as mine are just from yelling at me every minute of the day."

"It's a gum chewer, normally."

Character Description Mind Map:

- Violat Beauregarde
 - disrespectful
 - rude
 - opinionated
 - show-off
 - She likes gum
 - har self

Planning a character description

Where is your character most likely to be found?

At school in a classroom full of kind ^{gentle} children.

Very, ^{truly} happy. - she's truly happy.

What is your character's general attitude?

bright - as bright as a shining star
happy
smiley - as smiley as a chesher cat

How would they treat those around them? Do they

Character Description

Year 4 Summer

Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

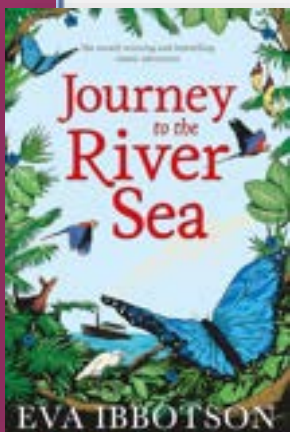


Discussion

Letters

Interviews

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would,</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>



Pigeon Impossible—Persuasive Argument

Year 5 Autumn

Formal Letter

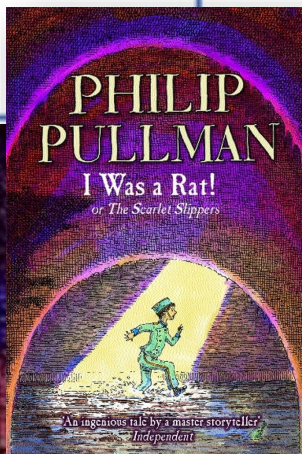
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>

Newspaper Report

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Until this is resolved... Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasized...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>

Diary

Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction and conclusion including elaborated personal response.	Sentence length varied e.g short/long.	As it happened	<u>Noun</u> Locate and identify expanded noun phrases.
Description of events are detailed and engaging.	Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.	As a result of	<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
The information is organized chronologically with clear signals to the reader about time, place and personal response.	Wide range of subordinate connectives e.g. whilst, until, despite.	Consequently	<u>Adjectives</u> Choose appropriate adjectives
Purpose of the recount an experience revealing the writer's perspective.		Subsequently	<u>Connectives/conjunctions</u> Use a wide range of connectives.
		Unlike the rest of the group, I	<u>Tense</u> Change tense according to features of the genre.
		felt... In a flash...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.
		Presently	
		Meanwhile	
		In conclusion	
		The experience overall..	



The Scarlet Slippers

THE DAILY SOURCE

RAT-BOY RELEASED!

Robbers Re-United Again!

Princess Auribia storms into court and manages to persuade the Judge that the Rat boy is actually a nine year old boy, on Wednesday! The boy will be in immediate care of justice parents Bob and Joan Millers and will live spedy and happily in his new home.

People started to realize that they could be in terrible danger a few weeks ago. Plumbers were cleaning the sewers and noticed a rat-like shadow. It was then when the Prime Minister heard and sent people to go and capture this beast. An hour later, he was in the lab being tested. One scientist commented, "When the gang brought him into the lab, my first impression was that he was a normal boy, but then he started chewing his bars!"

In the trial which followed, the court heard from everyone who had something to say such as "He was not a monster, you have little people who are too afraid to sleep!" and "his country is unbelievable! This monster is ruining our lives! I demand it to be exterminated!" These arguments were much stronger than the couple Bob and Joan millers who said, "He is just a boy! It is impossible to exterminate a nine year old boy! This is just stupid!" Eventually the judge came to a decision that the beast should be...

RAT BOY RELEASED!

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In the trial which followed, the court heard from everyone who had something to say. One girl said, "The wicked wickedest says diabolical things such as, 'He was not a monster, you have little people who are too afraid to sleep!' and 'his country is unbelievable! This monster is ruining our lives! I demand it to be exterminated!' These arguments were stronger than the couple Bob and Joan Millers who said, 'He is just a boy! It is impossible to exterminate a nine year old boy! This is just stupid!' Eventually the judge came to a decision that the beast should be..."

An ingenious tale by a master storyteller

Independent

Year 5 Autumn

Narrative



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback	Sentence length varied e.g short/long.	Year 5 ambitious vocabulary used	<u>Noun</u> Locate and identify expanded noun phrases.	Consolidate all previous learning.
Opening and resolution shape the story	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer		<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Brackets Dashes Colons Semi colons
Structural features of narrative are included e.g. repetition for effect	Wide range of subordinate connectives e.g. whilst, until, despite.		<u>Adjectives</u> Choose appropriate adjectives	
Paragraphs varied in length and structure.	Embedded subordinate clauses are used for economy or emphasis		<u>Connectives/conjunctions</u> Use a wide range of connectives.	
Pronouns used to hide the doer of the action e.g. it crept into the woods	Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls		<u>Tense</u> Change tense according to features of the genre.	
	Repetition is used for effect e.g. the boys ran and ran until they could run no more.		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	

The only chance Jim had was to go to the big house, to find his sisters. He walked for what felt like hours in country and city finally he arrived, the huge, stone building in front of him. Jim felt a rush of misery and coldness inside of him. With great courage, he knocked on the heavy black door, and waited for an answer to show its self.

Suddenly Jim saw a man, very tall and dressed all smart. He didn't look the friendly kind of man. "What do you want maggot? if you're looking for a job try the servants home instead." said the man. "No sir," said Jim. "I'm just looking for my sisters, Emily and Lizzie." "Who? I have no clue who they are!" said the man. "Can you at least ask some one who works there?" Jim pleaded. "Jim sobbed. A few minutes later Rosie appeared, also in town. "I'm sorry kiddo, after Master found out he sent them to the workhouse, and that was the last I saw of them." Jim dropped to the ground, tears flying from his face. He could not believe what he had just heard. A good addition

"Come in quick, or you'll be sick. Let's get you some soup" said Rosie. "Jim mumbled to squeak. Two hours later, Jim found himself in a nice cell with bread and butter. "This is the best I can do for you son." "Thanks," said Jim, with a smile on the side of his face. Jim decided, the next day he would head off to the market to try to grab some work. As much as Jim was upset, he could

the next day, as usual, Jim and Rosie crouched down next to him. "What have you got?" said Jim, even though he was really grateful she did it. Later on, at the kitchen for some different clothes he found a dirty diamond brooch and some stained joggers. They were good enough.

Jim said bye and thanks to Rosie, and set off for the market. When he got there he saw a bread roll stand. An idea popped into his head. It was a very good idea. Jim ran, he grabbed some bread and ran, as fast as he could. Then he yelled he was pined on by police men. He was knocked out and found himself working in a fruit and veg stall. "Oi!" said the bread man. "You think your doing? Stealing my bread!" Jim didn't reply. He didn't get work again that.

Jim was still working in the market. He got five pence a day. Just when he was selling a bag of potatoes he dropped them, because he saw a man. Jim froze; it was y time had froze. He saw Emily and Lizzie. They were standing, staring. Time started again.

Jim He ran, no sprinted towards them, shouting their names, they doing the same. Jim almost squeezed the life out of them. They did the

Queen Victoria Biographies

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>In (insert year) at the age of.....he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>

When she became Queen was to have an hour to herself, as her mother was able and always watching her, this was perfectly reasonable.

was known as, Her Royal Highness princess Victoria of Kent. She was also known as Victoria. Her father and Great Grandfather died when she was 8 months old in one of her diaries; 'I shall do my utmost to fulfill my duty to my country. She was also nicknamed; 'The grandmother of Europe'.

during reign/Traditions established
of changes happened in the time that Victoria ruled, including the steam engine, the light bulb, Christmas cards, and even the famous, Christmas tree. There was a lot more happen, including technology, travel and inventions. Did you know that the light bulb was invented by Thomas Edison in the Victorian age.

she survived seven assassination attacks and wrote them all in her diaries. When Victoria ruled, in fact, it became the largest empire in the world, ruling over one-quarter of the world's population, she got the title of Empress of India! She also made lots of new factories, and in later on.



Year 5 Spring

Setting Description

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>

Information Text/ Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike Despite Although Like many</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>

Story of a Mars Rover



MARKUS MOTUM

Space Poetry

Argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.	It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
Paragraphs developed with prioritised information.	Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.			
Both view points are transparent for reader.				
Emotive language used throughout to engage the reader.	Persuasive statements are used to change the reader's opinion. E.g. you will never need to...			

Debate- Should humans continue to explore space?

I think humans should continue to explore space. If humans decide to continue to explore space then we could find something like mythical creatures or life within space and it will help us learn and understand about space.

It will not only inspire but also encourage younger people to become astronauts, engineers and scientists it will also make them curious so they will want to read books about space, they will look up to Neil Armstrong.

Practice makes perfect, after a couple failed attempts we will know what's wrong and we will know what's right so eventually we will get it all right and explore more of space.

Space's technology is more...

Mars Setting Description

The rubble cleared the way as Curiosity passed. Mar was iso there is no one to talk to. Mars has a crusty red surface. Its rocks ~~were~~ are as sharp as thorns.

The sun's powerful rays hit the volcanic landscape and Curiosity's metallic coat. Slowly, Curiosity moved forward, eager to find some thing new, it was as if it was newborn baby touching everything in its way.

Although Mars looks dry, rusty and red, temperatures are freezing. The sand waved as Curiosity navigated its way through the rocks and cliffs almost as tall a giraffe. Curiosity's camres rotated and shined like stars.

Can with Curiosity truly find something out of this world?

Year 5 Spring

Narrative and Dialogue

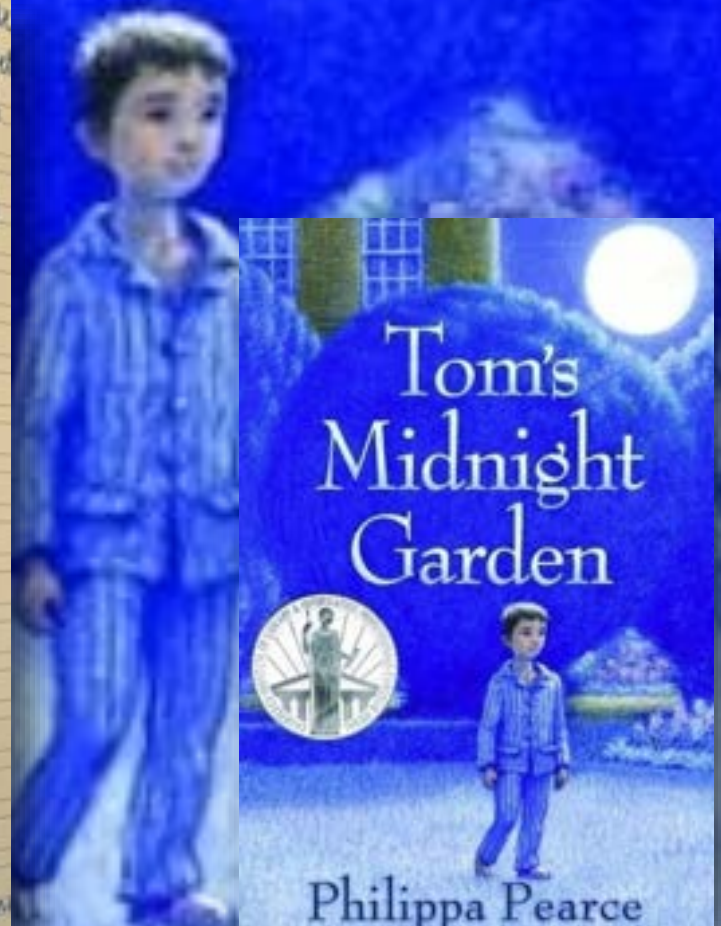
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback	Sentence length varied e.g. short/long.	Year 5 ambitious vocabulary used	<u>Noun</u> Locate and identify expanded noun phrases.	Consolidate all previous learning.
Opening and resolution shape the story	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer		<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Brackets Dashes Colons Semi colons
Structural features of narrative are included e.g. repetition for effect	Wide range of subordinate connectives e.g. whilst, until, despite.		<u>Adjectives</u> Choose appropriate adjectives	
Paragraphs varied in length and structure.	Embedded subordinate clauses are used for economy or emphasis		<u>Connectives/conjunctions</u> Use a wide range of connectives.	
Pronouns used to hide the doer of the action e.g. it crept into the woods	Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls		<u>Tense</u> Change tense according to features of the genre.	
	Repetition is used for effect e.g. the boys ran and ran until they could run no more.		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	

I think that every night Tom will visit his garden and everytime he does it grows and gets bigger. The theme of this story is mystery while he visits the garden he meets the maid which then he has to agree to take her to



the garden.

Comparison between novel and graphic novel I like the graphic so far because I like comics and pictures. I can now see what's happening not imagine.



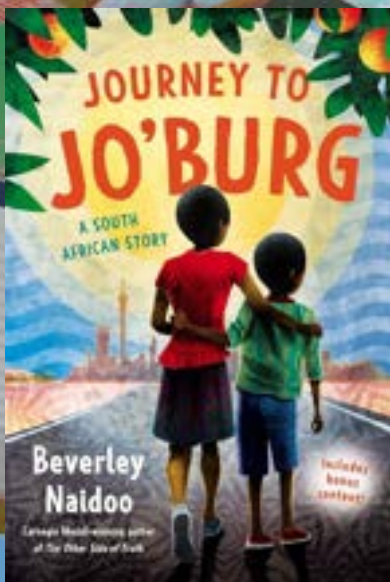
Philippa Pearce

BEVERLEY NAIDOO

Year 5 Summer

The children walked quickly away from the village. The road was really just a track made by car tyres. Two lines of dusty red earth leading out across the flat dry grassland. Once at the big tar road, they turned in the direction of the early morning sun, for that was the way to Johannesburg. The steel railway line glistened alongside the road. "If only we had some money to buy tickets for the train. We don't have even one cent." Tiro sighed. "Never mind. We'll get there somehow!" Naledi was still confident as they set off eastwards. The tar road burnt their feet. "Let's walk at the side," Tiro suggested. The grass was dry and scratchy, but they were used to it. Now and again, a car or a truck roared by, and then the road was quiet again and they were alone. Naledi began to sing the words of her favourite tune and Tiro was soon joining in.

Play scripts



Scene 1: A Dusty Road

(The stage is set to look like a dry, flat grassland. There are two paths leading from a small village in the distance. A patch of dusty red earth stretches across the stage. A faint sound of the wind and occasional car passing by can be heard.)

(NALEDI and TIRO, two children, are standing at the edge of the village, preparing to walk down the road. NALEDI is confident, while TIRO seems a little more hesitant and tired.)

NALEDI: *(Excited)*

Come on, Tiro! We're finally leaving. The road to Johannesburg awaits.

TIRO: *(Sighs, looking down at the dusty ground)*

If only we had some money to buy tickets for the train. We don't even have one cent.

NALEDI: *(Smiling confidently)*

Never mind. We'll get there somehow!

(They begin walking down the track. The stage is lit to show the road stretching out in front of them.)

TIRO: *(Muttering to himself)*

I hope so.

**(They continue walking. The sound of the distant hum of traffic can be heard. The scenery suggests the heat of the day. TIRO's footsteps slow as they reach a section of tar road.)*

Play Script Checklist

A heading (title)

A cast list at the start of the script

A description of Scene 1 and the action that has just occurred

Stage directions in brackets and in present tense.

Adverbs at the start of some dialogue, showing how the line

Characters' names are written on the left

Colons are used after characters' names

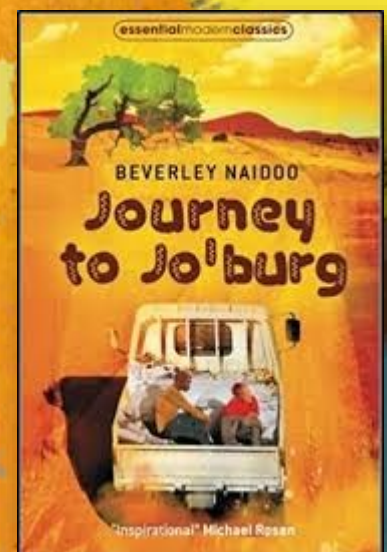
There is a new Scene for every time the setting changes

There is a new line for every speaker

There are ellipses ... to show a character is thinking or stuttering

CAPITALS or italics have been used to give emphasis to a word

There are NO inverted commas for speech



COLLINS
MODERN
CLASSICS

The Magic Paintbrush

Balanced Argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>It appears that... There can be no doubt that.. It is critical..</p> <p>Fundamentally... How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows I cite, for example... I would draw your attention to... I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Character Description

Prose Narrative

Written by
Julia Donaldson

Illustrated by
Joel Stewart

the present

cast: Quinn Nealey & Sam Brown, Paul Bürger & Karim v. Chamier
 character design: Max Lang visual development: Bin-han To
 character modeling: Anja Wacker texture lead: Natalia Alencar
 facial rigging lead: Pascal Fiercks facial rigging: Hanna Binswanger
 body rigging: Polina Bambl composing: Falco Paepel, Matthias Bäuerle
 sound design: Marco Manzo music: Tobias Bürger
 vocals: Sarah Kämmerer logo design: Katrin Schneider
 lighting & rendering: Markus Kranzler producer: Anna Matzka
 based on a comic by Fabio Coala direction & animation: Jacob Frey

Film Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback	Sentence length varied e.g. short/long.	Year 5 ambitious vocabulary used	<u>Noun</u> Locate and identify expanded noun phrases.	Consolidate all previous learning.
Opening and resolution shape the story	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer		<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Brackets Dashes Colons Semi colons
Structural features of narrative are included e.g. repetition for effect	Wide range of subordinate connectives e.g. whilst, until, despite.		<u>Adjectives</u> Choose appropriate adjectives	
Paragraphs varied in length and structure.	Embedded subordinate clauses are used for economy or emphasis		<u>Connectives/conjunctions</u> Use a wide range of connectives.	
Pronouns used to hide the doer of the action e.g. it crept into the woods	Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls		<u>Tense</u> Change tense according to features of the genre.	
	Repetition is used for effect e.g. the boys ran and ran until they could run no more.		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	

Year 6 Autumn

Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>

Diary Entry

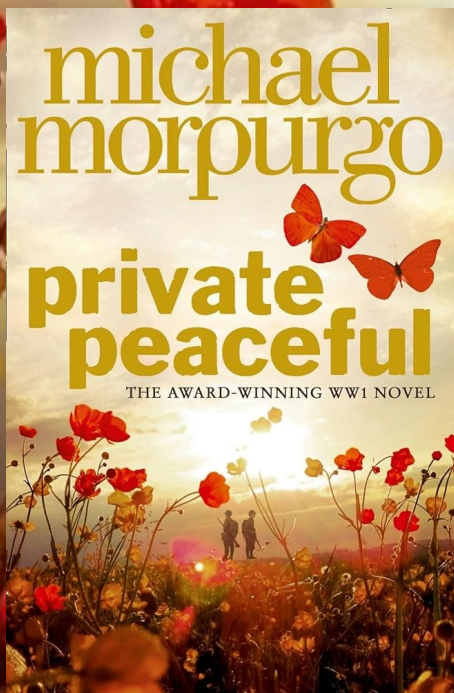
Persuasive—Private Peaceful

Persuasive—Rock UK

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features.	Sentence length varied e.g short/long.	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
Paragraphs developed with prioritised information.	Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.			
View point is transparent for reader.	Wide range of subordinate connectives e.g. whilst, until, despite.			
Emotive language used throughout to engage the reader.	Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to...			

War Poetry

THE AWARD-WINNING WW1 NOVEL



CHRISTMAS TRUCE
1914

Five score and seven years ago
in the war that was to end all wars
a miracle occurred on the battlefield

German helmets may have looked
very much like a protein spike
but they had hearts and mothers
and hymns learned at their knee
and many of the hymns the same
as the ones taught to you and me

So covid covid if only you could care
and please stop killing for just one day
there are some hymns we'd like to share



Year 6 Spring

Setting Description

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. in the messy scramble for the bag.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Balanced Argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>I will present...</p> <p>Following that I will...</p> <p>One argument for this is that...</p> <p>...fundamentally flawed...</p> <p>...an easy answer that avoids...</p> <p>I would counter this view...</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact... The evidence I would use to support this is... It surprises me that...</p> <p>It is my conviction...</p> <p>Finally I would like to add...</p> <p>Even though there has been a long history of activists...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



Letters



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Diary

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>



Year 6 Spring

Narrative

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Film Review

Film Review Checklist

Include the title of the film, the year it was made and who directed it.

Open the review with a strong first sentence which engages the reader.

Include the genre, key actors by name and state who the film is targeted at.

Give a summary of the plot without giving too much away.

Give an opinion of the film.

Use powerful adjectives and adverbs to add further detail.

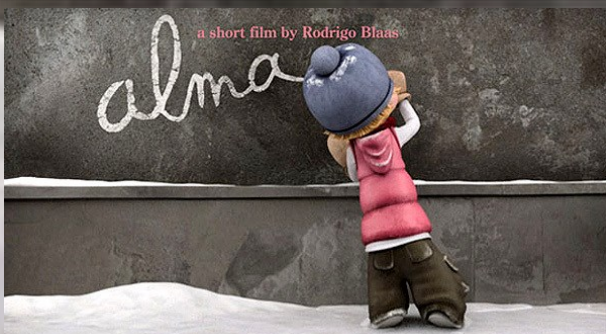
Mention the strengths of the film, with specific detail.

Mention the weaknesses of the film, with specific detail.

Frolicking down the cobbled side ally, Alma was completely oblivious to the everything apart of the little white ballerinas that jumped and pirouetted through the icy, midday air. Her grey, bobble hat that held down her wispy, golden hair, gilded perfectly onto her small, round, red head while the bobble bounced up and down ~~on her head~~ ^{scattered} like a very ~~small~~ ^{small} basketball on a basketball. Her ~~small~~ ^{rosy} cheeks were the same colour as her rose-gold gilet, and her ~~was~~ ^{was} bright crimson nose sat between two covered green of crystal eyes that were



inquisitive and excited. As she ~~twisted~~ ^{twisted} and ~~twinkled~~ ^{twinkled} down the narrow ally, her curious ~~eyes~~ ^{eyes} sparkled as she pulled a piece of snow white chalk from her pocket, and her gaze fell upon a coal black chalkboard. She hesitated, roughly thought seeping into her little head. She stumbled across it, lifting her head to examine the name scrawled across it. In one quick movement, Alma dropped the seamy white chalk onto the snow, it landed with a gentle thud. She dropped to her knees, scrambling around on the floor, eventually ~~found~~ ^{found} it. Her dusty brown mittens held onto it tightly as she brushed off her cargo ~~short~~ ^{short} trousers. She scribbled her name across the chalkboard, and stood back to admire her work.

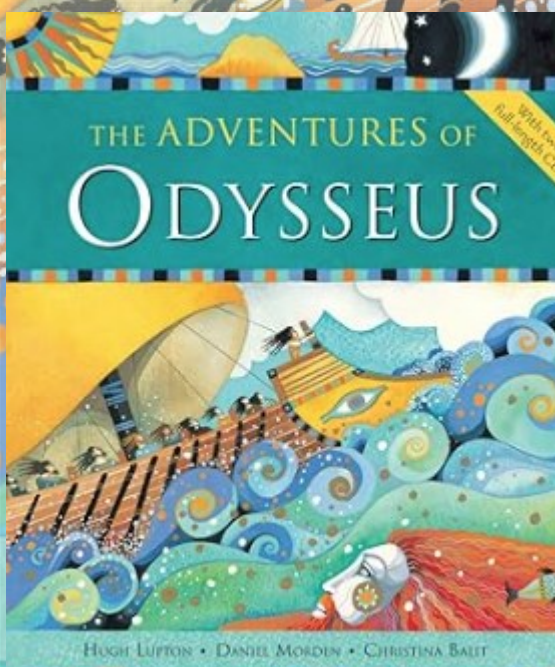


Year 6 Summer

Persuasive Text

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statement are used to change the readers opinion. E.g. you will never need to...</p>	<p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Narrative



Character Description

DANIEL

BALIT

Year 6 Summer

Persuasive Writing

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



Dear Parents/Guardians,

I understand the concerns raised about Pickle, our school dog mentor. Originally, I shared ~~perpective~~ ^{mular} perspectives ~~atke~~ when the idea of having a dog as part of our school community. However, over these past few months my reservations have ~~been~~ ^{uggest} changed. Pickle has been a marvellous addition to the ~~envi~~ ^{at} environment at ~~Bilston~~ ^{Bilston} Junior School and is constantly bringing positive energy to ~~se~~ ^{the} school.

st of all, I would like to reassure you that Pickle has ~~esed~~ ^{had} extensive specialist training with the company. The ~~dog~~ ^{mentor} mentor, ~~receiv~~ ^{receiv} receiving both silver and bronze awards ~~is~~ ^{is} as well as being passing training. Pickle is always ~~pt~~ ^{pt} under adult supervision and scheduled breaks are ~~lanned~~ ^{lanned} into her day as a busy school environment ~~in~~ ⁱⁿ be tiring for small dogs (like Pickle). This shows the ~~dele~~ ^{dele} is safe and a great benefit for the school.

address ~~Evnd~~ ^{Evnd} Nationally, anxiety in children is increasing. Consequently, a ~~lia~~ ^{lia} is needed to this problem. One answer to this problem is a dog mentor such as ~~p~~ ^p Pickle. It is scientifically ~~proven~~ ^{proven}.

Introducing our school dog... HERE TO HELP WITH: PICKLE!

- Being a friend to everyone
- Helping with reading
- Helping with writing
- Helping with maths
- Helping with science
- Helping with history
- Helping with geography
- Helping with art
- Helping with music
- Helping with PE
- Helping with ICT
- Helping with PSHE
- Helping with citizenship
- Helping with drama
- Helping with dance
- Helping with design and technology
- Helping with food technology
- Helping with woodwork
- Helping with metalwork
- Helping with ceramics
- Helping with textiles
- Helping with home economics
- Helping with religious education
- Helping with religious studies
- Helping with religious education
- Helping with religious studies
- Helping with religious education
- Helping with religious studies

The Dog Mentor Affiliated School

Feedback: Editing and Peer and Self Assessment

Writing to show Character

Dear Diary,

Today has been eventful and full of mischief. The day ~~started~~ ^{checking} began with preparing food, making our castle ^{pristine and making} sure everyone was doing their job for the feast (it was magic). I also made sure everything was prepared to complete the mission. I was ready to greet the congregation with a fake smile.

25 During the feast, ~~my head was filled with~~ ^{became a} a storm of malicious thoughts. King Duncan spoke to me: 'This food is delicious, what a delightful castle you have here.' But I couldn't look him in the eye; as I knew his future. So, I signaled to Macbeth that I needed to speak with him. He walked over to the corner of the hall so we could speak. I told him about the plan Macbeth said 'no' not understanding tonight would confirm our future as royalty. I told him he must, with hesitation and sorrow he finally ~~said yes~~ ^{agreed}.

25 As quiet as possible, I grabbed the daggers and placed. Once the feast was over, I ~~went~~ ^{went} to the kitchen to make some tea, but not just any tea, the tea had a sleeping potion ~~inside~~ ^{inside} - this was for the guards. When the time was right, I sent one of my hardworking ^{maids} maids to deliver it to them (because I didn't want to be suspicious). After that, I grabbed the daggers and placed them somewhere secret; that I knew Macbeth would find them. This was only step one and my hands were ^{sweaty} and I had a ^{horrible} headache (this made it very hard to concentrate on the plan).

I was pacing back and forth, for what felt like an eternity. Macbeth was talking forever. Thoughts were swirling around my head like a tornado: 'What is something went wrong?', 'What is Macbeth doing?'

Editing in black pen

They built the Globe theatre in London, but it was ~~destroyed~~ ^{destroyed} in the 1600s. It is rumoured that the fire was due to a spell of 'bad luck' caused by the famous Scottish play being performed at the Globe at this time. Using some of the money that he had earned from being a horse attendant he bought and rented out many houses in Stratford-upon-Avon making even more money.

Plays
William Shakespeare did three main types of plays and they were: Tragedies, Comedies, and Histories. Romeo and Juliet, A Midsummer Night's Dream and Twelfth Night. It was just some of his brilliant plays. Sonnets and poems with ^{fourteen} lines about death, loss and love.

Death
William Shakespeare sadly died on the April 23rd 1616 aged 52. It is thought that he died from a fever just after 'Merry Wivings'. He died in the Holy Trinity Church graveyard.

Legacy
William Shakespeare created 1700 words, and some of them are still used today, 'fairplay', 'well-read', 'barbecue', and some of them. He ^{left his} Shakespeare is still to this day one of the famous play-writers in history. His plays have been translated into 85 languages and are still performed around the world.

Super use of punctuation throughout + great information used.

Editing Slips

Tuesday 11th February 2020

Writing to inform.

Is Lady Macbeth guilty?

Over many years, there has been much debate about William Shakespeare's plays, particularly Macbeth. King Duncan of Scotland was tragically ~~murdered~~ ^{murdered} due to prophecies told by three witches in Banquo. Macbeth shared these prophecies with Lady Macbeth. This made her want to ^{push} ~~push~~ ^{push} the king's destiny. This has sparked a debate about whether she is guilty or not. This argument will look at whether she is guilty or not.

Many people believe that Lady Macbeth is guilty because she made the plan to kill the king; she manipulated the royal guards for the murder. In addition, she would have known what happened if Lady Macbeth was not there. She was asked for the evil spirits to ^{take} ~~take~~ ^{take} over her. She also persuaded Macbeth to kill the king.

Some people believe that Lady Macbeth is not guilty because she didn't actually kill the king. Macbeth could have made the plan to murder King Duncan.

William Shakespeare
1564 - 1616

William Shakespeare is a famous writer who wrote many famous plays but also wrote sonnets.

William Shakespeare's parents were a farmer and a weaver. He had three older sisters. One of his older sisters died at an early age.

At the age of 18 he got married to Anne Hathaway who was 8 years older than him. Together they had three children: Susanna, Hamnet, and twins Hamnet and Judith. Hamnet died at the age of 11.

Shakespeare went to London to produce his plays, so he was an actor in some of his plays. Some of his plays were watched by Elizabeth I and James I. When the Globe was running around.

Good friend goes Jesus sake forbear,
To dig the dust enclosed here.
Blessed be the man, that sooner
Shall uncover this, than I will
curse
After his death, some of Shakespeares friends collected his plays and put them into one big book called the First Folio. This was published in 1623. If they hadn't done this, many of his works would have been lost forever. Shakespeare's plays would have been lost forever. Shakespeare's plays include 'puppy dog', 'bedroom' and 'make your hair'.

Shakespeare's work has been translated into eighty different languages and are still studied at schools and universities around the world.

Interesting and informative read Thanks

mmas after fronted adverbials
t paragraph - the order does not feel quite
t - maybe try writing about the First Folio
ore the rest of the legacy. OK

Responding to Feedback

Peer marking

Prefixes and suffixes

Y1 prefix un-

Y2 ; suffixes -ment, -ness, -ful, -less and -ly;

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).

To form nouns with the suffix -ation (e.g. information, admiration, sensation, preparation, admiration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).

To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).



Emife Spelling Tournament

Thank you and well done everyone who took part in the tournament, there were over 450 schools involved in the tournament

We did not make it to the finale, but we are proud to have been part of it.

Special congratulations to our school's top 10

- 1st Sophie 5JB
- 2nd Freddie 5JB
- 3rd Noah PL 5JB
- Joint 4th Arthur 4SM and Tudor 4SS
- 5th Noah H 5JB
- 6th Amelie 5JB
- 7th Evan 6NY
- 8th Alfie 5JB
- 9th Lily 5JB
- 10th Eloise 5AL

Spelling shed

WHAT IS IT ALL ABOUT?

- S** Sounds and symbols are used to help spell through meaning
- P** Patterns of letters used to help with word structure
- E** Each part of words is broken down to ease understanding
- L** Learn about the origin of words too
- L** Leagues to have fun with class and school mates

Further spelling conventions

Y1 Regular plural noun suffixes -s or -es [for example, dogs, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives. [negation, for example, unkind, or undoing: untie the boat]

Y2 Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Y3 Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.

To use the first two or three letters of a word to check its spelling in a dictionary.

The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I dome]

To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).

To use their spelling knowledge to use a dictionary more efficiently.

Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]

To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning, as synonyms and antonyms [for example, big, large, little].

To spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/ license, advice/ advise).

To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).

To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Handwriting	Letter formation, placement and positioning	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	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 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.
Joining letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) (e.g. for filling in a form).		
Composition	Y1 write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher	Y2 develop positive attitudes towards writing, by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear			
Planning, writing and editing	To begin to use ideas from their own reading and modelled examples to plan their writing.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing.	To note down and develop initial ideas, drawing on reading and research where necessary.	

Awareness of audience, purpose and structure

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

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

as models for their own.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.

To consistently link ideas across paragraphs.

To proofread their work to assess the effectiveness of their own and others' writing, and to make necessary corrections and improvements.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation, and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To use a wide range of devices to build cohesion within and across paragraphs.

To habitually proofread for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Sentence construction and tense

Y1 Sequencing sentences to form short narratives.

Y2 Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. [For example, she is drumming, he was shouting.]

3 To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.

To use 'a' or 'an' correctly throughout a piece of writing.

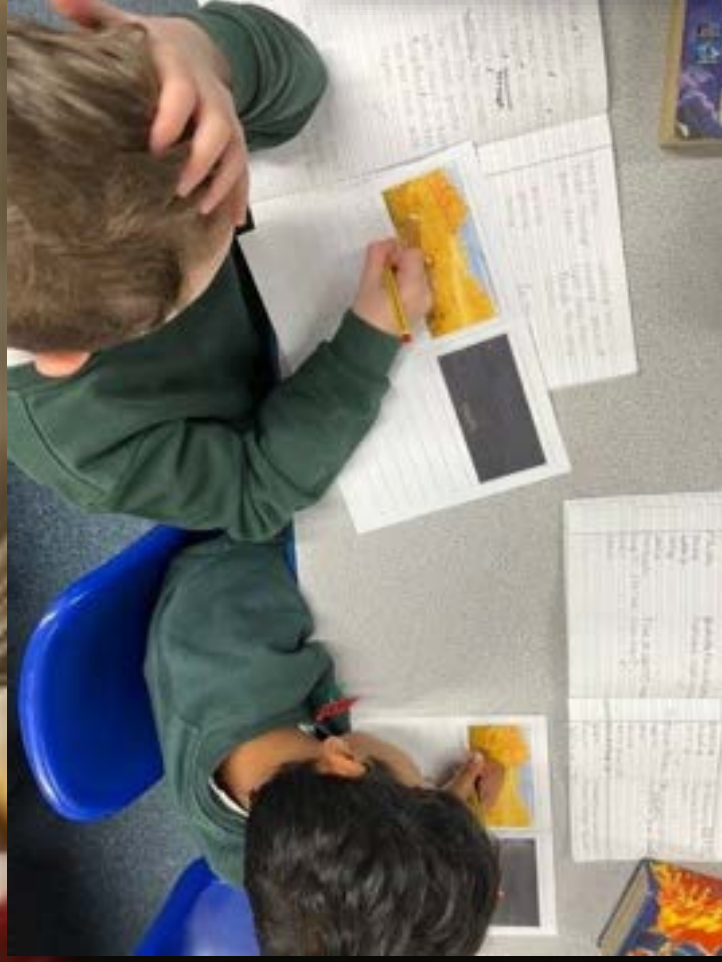
To always maintain an accurate tense throughout a piece of writing.

To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

To ensure the consistent and correct use of tense throughout all pieces of writing.

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.



National Poetry Day



Use of phrases and clauses

	<p>Y1 How words can combine to make sentences. Joining words and joining clauses using and.</p> <p>Y2 Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the room] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Y3 To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>
	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>
	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)</p>
	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>
	<p>Y1 Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I</p> <p>Y2 Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Y3 To punctuate direct speech accurately, including the use of inverted commas.</p>
	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>
	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice. To use question tags in informal writing.</p>

Punctuation

Use of terminology

Y1 letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Y2 noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Y3 To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

On the ISS
Astronauts floating within
Gazing at the stars
Constellations shining bright
Discovering the Big Bang



Cross Curricular/Celebrating Writing Achievements

