

English text types progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion texts	<ul style="list-style-type: none"> <li>Experience and recognise that others sometimes think, feel and react differently from themselves</li> <li>Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't</li> <li>Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why</li> <li>Listen and respond to ideas expressed by others in discussion</li> <li>Initiate conversations, attend to and take account of what others say</li> </ul>	<ul style="list-style-type: none"> <li>Through talk and role play explore how others might think, feel and react differently from themselves and from each other</li> <li>In reading explore how different characters might think, feel and react differently from themselves and from each other</li> <li>Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. <b><i>I think that he should give the toy back. James thinks that he should keep the toy.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself</li> <li>Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</li> </ul>	<ul style="list-style-type: none"> <li>Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint</li> <li>Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the right/wrong and present reasons for their opinion</li> </ul>	<ul style="list-style-type: none"> <li>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama</li> <li>Give well-structured, and extended, justification for feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama</li> <li>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</li> <li>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:                         <ul style="list-style-type: none"> <li>summarise different sides of an argument</li> <li>clarify the strengths and weaknesses of different positions</li> <li>signal personal opinion clearly</li> <li>draw reasoned conclusions based on available evidence</li> </ul> </li> <li>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> <li>First explore orally and then write a balanced report of a controversial issue: summarising fairly the competing views. analysing strengths and weaknesses of different positions. drawing reasoned conclusions where appropriate. using formal language and presentation as appropriate</li> <li>Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact</li> <li>Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</li> </ul>
		<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Communicate opinions through simple written sentences <b><i>e.g. I hope....I like....I wish...</i></b> Show awareness of the listener</li> <li>Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, <b><i>'I'm 6 years old!'</i></b></li> <li>In discussions, use joining words such as and, but, because to begin exploring thinking further <b><i>e.g. 'She's not 6, because she is younger than me and I'm only 5'.</i></b></li> </ul>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Join words and join clauses using 'and' e.g. use 'and' to begin exploring thinking further, for example, <b><i>'I would give the toy back and say sorry to the little girl'.</i></b></li> <li>Sequences sentences to form short narratives</li> <li>Separates words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun I</li> </ul>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. use 'because' to extend reasoning, for example, <b><i>'I think that the wolf is naughty because he scares the little pigs'.</i></b></li> <li>Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. children generate questions for discussions following reading e.g. should the boy give the toy back?</li> </ul> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. use noun phrases to generalise, for example, <b><i>some people, everyone in the class, all the boys, most of the girls</i></b></p>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>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]</li> <li>Introduction to paragraphs as a way to group related material e.g.</li> <li>write an introduction to show why you are debating the issue, for example, <b><i>'There is always a lot of disagreement about x and people's views vary a lot.'</i></b></li> <li>group arguments for and arguments against in separate paragraphs</li> </ul> <p>Headings and sub-headings to aid presentation e.g. use headings to</p>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <b><i>'most people with a reasonable knowledge of the subject...'</i></b>, <b><i>'all dogs with a history of violence...'</i></b>, <b><i>'all the sporty girls in the class...'</i></b></li> <li>Fronted adverbials</li> <li>Use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, <b><i>furthermore, in addition, also</i></b></li> <li>Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance,</li> </ul>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. follow generic statements with more specific examples, for example, <b><i>'There are those</i></b></li> </ul>

				present arguments for and arguments against.	<p>summarising reasons in a final paragraph</p> <ul style="list-style-type: none"> <li>☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><i>Use a range of nouns referring to the same subject e.g. many <u>dog-owners</u> argue that...<u>they</u> go onto state that...<u>these animal lovers</u> also make the point that...</i></p>	<p><i>however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...</i></p> <ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, <i>'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</i></li> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view, for example, <i>moreover, besides which, additionally, similarly.</i></li> </ul>	<ul style="list-style-type: none"> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using bullet points to present recommendations</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example, <i>'the pressing issue now is: what should happen to...?'</i>; introduce a quotation to support a viewpoint, for example, <i>'supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated'</i>; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, <i>'The final conclusion is therefore clear in my mind: animal testing must be banned immediately.'</i></li> </ul>
Explanatory texts	<ul style="list-style-type: none"> <li>Talk about why things happen and how things work; ask questions and speculate</li> <li>Listen to someone explain a process and ask questions</li> <li>Give oral explanations e.g. their own or another's motives; why and how they made a construction</li> <li>Explain own knowledge and understanding, and asks appropriate questions of others</li> <li>They develop their own explanations by connecting ideas and events</li> <li>Use labels and captions on simple diagrams e.g. parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Read captions, pictures and diagrams on wall displays and in simple books that explain a process</li> <li>Draw pictures to illustrate a process and use the picture to explain the process orally</li> <li>Asks questions to extend their understanding and knowledge</li> <li>Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using and</li> <li>Sequencing sentences to form short narratives e.g. <i>Chicks have a</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of explanatory texts</li> <li>Draw on and use new vocabulary from reading explanatory texts</li> <li>After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process</li> <li>After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately</li> <li>Read flow charts or cyclical diagrams explaining other processes</li> <li>Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring</li> </ul>	<ul style="list-style-type: none"> <li>Read explanations as a whole class, in groups and individually.</li> <li>Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart).</li> <li>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&amp;T or geography).</li> <li>Ensure relevant items are grouped together.</li> <li>In formal presentations, explain processes orally using notes.</li> <li>Write a series of extended sentences to explain a process.</li> <li>Ensure relevant details are included and accounts ended effectively</li> </ul>	<ul style="list-style-type: none"> <li>Interest the reader by addressing them directly (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...)</li> <li>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used).</li> <li>Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms.</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Teacher demonstration of how to research and plan a page for a reference book.</li> <li>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate form of writing and style to suit a specific purpose and audience.</li> <li>Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle).</li> <li>Investigate when a different tense is needed</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun).</li> </ul>

	<p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas through simple sentences</li> <li>• Show awareness of listener.</li> <li>• Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp.</li> </ul> <p>Adult asks 'If I put fabric down the ramp, what will happen to the car?' Child responds 'It will go slow because it will get in the way of the wheels'.</p>	<p><i>spike on their beak. This is called the egg tooth.</i></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Capital letters for names and for the personal pronoun</li> </ul>	<p>content is clearly sequenced</p> <ul style="list-style-type: none"> <li>• Write a series of sentences to explain the flowchart</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type: Hedgehogs wake up in March or April when the weather is warmer and food is easier to find.</li> <li>• Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples; some hibernating animals, the adult male frog.</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or commanding. → explore titles of explanations texts and identify that they usually begin with 'how' or 'why'</li> <li>• Write general statements to introduce topics being explained e.g. In the winter some animals hibernate.</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'.</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</li> </ul>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause, for example, '...because the temperature begins to drop', '...so the hedgehog looks for a safe place to sleep.'</li> <li>• Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, first, then, after that, finally.</li> <li>• Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</li> <li>• Introduction to paragraphs as a way to group related material.</li> <li>• Headings and sub-headings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on, and justify views about, a range of explanatory texts.</li> <li>• Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface.</li> <li>• Fronted adverbials - note how these are usually used to specific a time or cause e.g. Millions of years later,... , When an animal or plant dies..., Consequently,...</li> <li>• Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, So now that you know about fossils, why don't you go on your very own fossil hunt!</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, In winter, hedgehogs hibernate. They make their nests</li> </ul>	<p>add an extra layer of information, for example, Darwin, a famous evolutionist, studied the lifecycles of many animals.</p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul> <p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none"> <li>• Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage).</li> <li>• Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation.</li> <li>• Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there may be an opportunity to...</li> <li>• Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve...</li> <li>• Adverbial phrases link events according to chronology and cause e.g. Once this has happened....leading to...</li> </ul>
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					under hedges. Decide on an appropriate balance between nouns and pronouns to aid clarity.		
<b>Instruction writing</b>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Give oral instructions when playing.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Children follow instructions involving several ideas or actions.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Write simple sentences which can be read by themselves and others following a practical activity .e.g. ‘How to get ready for Red Nose Day’ or ‘How to look after a mini beast’.</li> <li>Use imperative verbs in both talk and writing e.g. put, get</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow a single more detailed instruction and a longer series of instructions.</li> <li>Plan and give clear single oral instructions.</li> <li>Routinely read and follow written classroom labels carrying instructions.</li> <li>Read and follow short series of instructions in shared context.</li> <li>Contribute to class composition of instructions with teacher scribing.</li> <li>Write consecutive instructions independently.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using and separation of words with spaces.</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Capital letters for names and for the personal pronoun I</li> </ul> <p><b>Note:</b> Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.</p>	<ul style="list-style-type: none"> <li>Listen to and follow a series of more complex instructions.</li> <li>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</li> <li>Analyse some instructional texts and note their function, form and typical language features:</li> <li>Include: a statement of purpose, list of materials or ingredients, sequential steps.</li> <li>Use direct/imperative language.</li> <li>As part of a group with the teacher, compose a set of instructions with additional diagrams.</li> <li>Write extended instructions independently e.g. getting to school, playing a game.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown.</li> <li>Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card.</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question,</li> </ul>	<ul style="list-style-type: none"> <li>Read and follow increasingly complex instructions.</li> <li>Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</li> <li>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness</li> <li>Independently write clear written instructions using simple devices to aid the reader.</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions.</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions.</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods.</li> </ul> <p><b>Grammar Focus:</b></p>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>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 done] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, ‘Cook for 20 mins’ compared with ‘Pop the cheesecake in the oven for 20 minutes’.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential.</li> <li>Fronted adverbials [for example, Later that day, I heard the bad news.] e.g. ☒ use the conjunction ‘if’ to start complex sentences which give additional advice, for example, ‘If the mixture separates, ...’</li> <li>Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, ‘Remove the cake from the oven when it turns golden brown’ compared with ‘When the cake turns golden brown, remove it from the oven’.</li> <li>Use of paragraphs to organise ideas around a</li> </ul>	<ul style="list-style-type: none"> <li>In group work, give clear oral instructions to achieve the completion of a complex task.</li> <li>Follow oral instructions of increased complexity.</li> <li>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</li> <li>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).</li> <li>Compare these in terms of audience/purpose and form (structure and language features).</li> <li>Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Brackets, dashes or commas to indicate parenthesis.</li> <li>Use of commas to clarify meaning or avoid ambiguity e.g.</li> <li>Identify effective examples of instructions and use these to study the nature of the sentence construction used.</li> <li>Note the use of relatively simple sentence constructions, which</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</li> <li>Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires.</li> <li>Use the language conventions and grammatical features of the different types of text as appropriate.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion.</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these.</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up].</li> <li>Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence</li> </ul>



			<p>exclamation or command e.g.</p> <ul style="list-style-type: none"> <li>• Write titles to show what the instructions are about, for example, how to look after goldfish.</li> <li>• Generate synonyms for over-used imperative verbs, for example, chop, slice, cut.</li> <li>• Explore and generate negative commands, for example, Do not open the oven door.</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions.</li> <li>• Headings and sub-headings to aid presentation.</li> </ul>	<p>theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions.</p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g.</li> <li>• Investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity.</li> </ul>	<p>include a limited number of additional clauses and phrases.</p> <ul style="list-style-type: none"> <li>• Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps.</li> <li>• Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction.</li> </ul>	<p>constructions in this text type (see year 5).</p>
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## Narrative writing

	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</li> </ul> <p><b>Writing Composition</b></p> <p>Attempt own writing for various purposes using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I’ll puff and I’ll puff.</p> <p><b>Grammar Focus:</b></p> <p>Begins to break the flow of speech into words. Write simple sentences that can be read by themselves and others. Attempts to write short sentences in meaningful contexts. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time</p>	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Innovate on patterns from a familiar story orally including some story language. Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</li> </ul> <p><b>Writing Composition</b></p> <p>Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p> <p><b>Grammar Focus:</b></p> <p>How words can combine to make a sentence. Joining words and joining clauses using and Sequencing sentences to form short narratives 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><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Writing Composition</b></p> <p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn’t believe her eyes.</p> <p><b>Grammar Focus:</b></p> <p>Subordination (using when, if, but) 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 moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 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] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [e.g. the girl’s name]</p>	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters; Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Explore moral dilemmas for characters using drama.</li> </ul> <p><b>Writing Composition</b></p> <p>Write stories that have a problem and a resolution. organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.</p> <p><b>Grammar Focus:</b></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] Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech.</p>	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Work in role to ‘interview’ story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</li> </ul> <p><b>Writing Composition</b></p> <p>Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.</p> <p><b>Grammar Focus:</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials.</p>	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Use improvisation and role-play to explore different characters’ points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.</li> </ul> <p><b>Writing Composition</b></p> <p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.</p> <p><b>Grammar Focus:</b></p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Oral storytelling</b></p> <ul style="list-style-type: none"> <li>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</li> </ul> <p><b>Writing Composition</b></p> <p>Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character’s response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice.</p> <p><b>Grammar Focus:</b></p> <p>The difference between informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</p>
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[for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

## Non-chronological reports

	<ul style="list-style-type: none"> <li>Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.</li> <li>Links statements orally and sticks to a main theme or intention</li> <li>In a shared reading context read information books and look at/re-read the books independently.</li> <li>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Break the flow of speech into words.</li> <li>Write simple sentences, in meaningful contexts, that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about a subject by listening and following the text as information books are read, or when watching a video.</li> <li>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</li> <li>Assemble information on a subject from their own experience e.g. food, pets.</li> <li>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using and.</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces.</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Capital letters for names and for the personal pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations.</li> <li>Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used.</li> <li>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general.</li> <li>Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; The As have x...,but the Bs etc.</li> <li>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Use of the suffixes –er, -est in adjectives e.g. Polar bears are the biggest carnivores of all.</li> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g.</li> <li>Explore the difference between proper nouns and general nouns, and identify their use in this text type.</li> <li>Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a number of report texts and note their function, form and typical language features, e.g. - introduction indicating an overall classification of what is being described - use of short statement at the start of each paragraph to introduce each new topic - language (specific and sometimes technical) to describe and differentiate - impersonal language.</li> <li>Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g. They hibernate just like other bears. / All bees sting apart from the .... (build up banks of other possible words/phrases e.g. except for, including/not including, instead of).</li> <li>Revisit the use of –er and –est when formulating adjectives – see year 2.</li> <li>Turn notes into sentences grouping information.</li> <li>Note how writing often moves from general to more specific detail.</li> <li>Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because].</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of ‘adverbs of time’ in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports.</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g.</li> <li>Collect and use examples of prepositional phrases to clarify physical features, for example,</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense.</li> <li>Compare with some examples of reports written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</li> <li>Develop research and note-taking techniques</li> <li>Teacher demonstrates how to write non-chronological report using notes in a mindmap.</li> <li>In reading, analyse a comparative and non-comparative report and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads.</li> <li>Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Draw attention to importance of subject verb agreements e.g. family is..., people are...</li> <li>Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The</li> </ul>	<ul style="list-style-type: none"> <li>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a mindmap is appropriate for representing the information.</li> <li>Consider using a question in the title to interest the reader (Vitamins – why are they so important?).</li> <li>Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</li> <li>Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man’s best friend.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>e.g. explore how noun phrases are most commonly expanded using the pronouns ‘which’ and ‘that’ in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar.</li> <li>Explore the impact on clarity when these relative clauses are omitted.</li> <li>Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences, for example, ‘Unlike other insects,...’, ‘Whereas bumble bees...,honey bees....’, ‘As well as honeybees, ...’, ‘On the whole,...’, ‘Conversely...’, ‘While honeybees can</li> </ul>	<ul style="list-style-type: none"> <li>Write reports as part of a presentation on a non-fiction subject.</li> <li>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> <li>Plan how information will be organised, e.g. choosing to use paragraph headings, a mindmap or a grid, depending on the nature of the information.</li> <li>Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued.</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can</li> </ul>
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			<ul style="list-style-type: none"> <li>Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings.</li> <li>Collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and consider their meaning.</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.</li> <li>Identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where?</li> <li>Begin reports by asking a direct question eg Have you ever heard of a hammerhead shark?</li> <li>Correct choice and consistent use of present tense and past tense throughout writing e.g. note how reports are written in the simple present tense (with the exception of historical reports, which can be studied in later year groups) and reflect this in their writing, for example, They like to build their nests ... It is a cold and dangerous place to live.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea.</li> </ul>	<p>Ants do not have lungs. They have tiny holes all over their body which they breathe through.</p> <ul style="list-style-type: none"> <li>Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example, Bees have tubes instead of mouths. The tube is like a straw. A polar bear's nose is as black as a piece of coal.</li> <li>Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil.</li> <li>Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc.</li> <li>Headings and sub-headings to aid presentation.</li> </ul>	<p>(breed of dog) is known to have the most sensitive sense of smell.</p> <ul style="list-style-type: none"> <li>Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2).</li> <li>Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, 'Like most birds, swallows like to...', 'As well as honeybees, ...', 'On the whole,...', 'Just like honeybees, bumble bees like to...'</li> <li>Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease .</li> </ul>	<p>often be found..., bumble bees...'.  <ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, usually, commonly, mostly.</li> <li>Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this.</li> <li>Dashes or commas to indicate parenthesis e.g.</li> <li>Explore when commas are used to parenthesise relative clauses and when they are not.</li> <li>Begin to consider the difference between 'restrictive' (parenthesised) and 'non-restrictive' (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential.</li> </ul> </p>	<ul style="list-style-type: none"> <li>be used to create different effects e.g. To lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the... To introduce a quote/motto e.g. There is an old, much-loved saying: 'A dog is a man's best friend.' Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information.</li> </ul>
<b>Persuasive writing</b>	<ul style="list-style-type: none"> <li>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Read captions, pictures, posters and adverts that are trying to persuade.</li> <li>Through games and role play begin to explore what it means to persuade or be</li> </ul>	<ul style="list-style-type: none"> <li>As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand</li> </ul>	<ul style="list-style-type: none"> <li>Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally.</li> <li>Through role play and drama explore particular persuasive</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal</li> </ul>	<ul style="list-style-type: none"> <li>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and</li> </ul>	<ul style="list-style-type: none"> <li>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</li> </ul>

	<p>pictures of food that make them want to eat things.</p> <ul style="list-style-type: none"> <li>• Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</li> <li>• Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded.</li> <li>• Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</li> <li>• Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Know that a sentence tells a whole idea and makes sense.</li> <li>• Awareness of listener.</li> <li>• Communicate ideas through simple written sentences e.g. 'Please don't break my model' (label in the construction area / 'Please can I have a .....'( letter to Santa)</li> </ul>	<p>persuaded, and what different methods might be effective.</p> <ul style="list-style-type: none"> <li>• Write simple examples of persuasion e.g. in the form of a letter to a character in a book.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences.</li> <li>• Joining words and joining clauses using and.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separation of words with spaces.</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and for the personal pronoun I.</li> </ul>	<p>what they are doing and how.</p> <ul style="list-style-type: none"> <li>• Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why.</li> <li>• Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama.</li> <li>• Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text.</li> <li>• Select information that supports the chosen viewpoint.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because...</li> <li>• Expanded noun phrases for description and specification e.g. vote for me because I am a confident, helpful and kind boy.</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view, for example, Greentrees Primary is the best school in the world.</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing e.g. know that persuasion</li> </ul>	<p>scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used.</p> <ul style="list-style-type: none"> <li>• Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• 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] e.g.</li> <li>• Use logical rather than temporal adverbs/conjunctions to offer justification of a point of view, for example, You should buy this product so that you are the envy of all your friends The trainer is brightly coloured which means that you will be seen in the dark.</li> <li>• Use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally....</li> <li>• Introduction to paragraphs as a way to group related material e.g.</li> <li>• Generate several reasons for a point of view.</li> <li>• Group related persuasive points together.</li> </ul>	<p>welfare or environmental issues).</p> <ul style="list-style-type: none"> <li>• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</li> <li>• From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</li> <li>• Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words.</li> <li>• Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.</li> <li>• Use graphs, images, visual aids to make the view more convincing.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example, the beach with its mile long stretch of golden white sand... rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</li> <li>• Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range</li> </ul>	<p>(ii) how language is used, e.g. to gain attention, respect, manipulate.</p> <ul style="list-style-type: none"> <li>• Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</li> <li>• From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g.</li> <li>• Persuasive noun phrases, e.g. 'not a single person...' 'every right-thinking person would...' 'the real truth is...';</li> <li>• Rhetorical questions, e.g. 'are we expected to...?' 'where will future audiences come from...?';</li> <li>• Pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...';</li> <li>• Deliberate ambiguities, e.g. 'probably the best...in the world' 'believed to cure all known illnesses' 'the professional's choice' (through the use of vague nouns).</li> <li>• Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness.</li> <li>• Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required.</li> <li>• Combine persuasion with other text types e.g. instructions, discussion, explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• The expression, sequence and linking of points.</li> <li>• Providing persuasive examples, illustration and evidence.</li> <li>• Pre-empting or answering potential objections.</li> <li>• Appealing to the known views and feelings of the audience.</li> <li>• Orally and in writing, construct effective persuasive arguments:</li> <li>• Using persuasive language techniques to deliberately influence the listener.</li> <li>• Developing a point logically and effectively</li> <li>• Supporting and illustrating points persuasively.</li> <li>• Anticipating possible objections.</li> <li>• Harnessing the known views, interests and feelings of the audience.</li> <li>• Tailoring the writing to formal presentation where appropriate.</li> <li>• In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence e.g.</li> <li>• Explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, 'the invaders must be stopped'.</li> <li>• Consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we</li> </ul>
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			<p>texts are written in the simple present tense.</p> <ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</li> </ul>		<p>used in year 3) to link persuasive points together.</p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, The hotel is very comfortable. The beds are soft, the chairs are made to support your back and all rooms have thick carpets.</li> <li>• Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,</li> <li>• Ordering points to link them together so that one follows from another.</li> <li>• How statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments.</li> <li>• How a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best.</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, At The Mirage we will make your taste buds tingle...this 5 star restaurant is world famous...our beautiful bistro...</li> </ul>	<p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g.</li> <li>• Investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</li> <li>• Experiment with removing relative clauses from example texts and consider the effect.</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g.</li> <li>• Explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you imagine...?</li> <li>• Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will).</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li> <li>• Brackets, dashes or commas to indicate parenthesis.</li> <li>• Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional</li> </ul>	<p>(or 'you') must stop the invaders'.</p> <ul style="list-style-type: none"> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would...</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis e.g. collect examples of counter argument statements and practice writing their own, for example, 'although there are many that would argue that..., there are a growing number of critics who think that...'</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</li> <li>• Punctuation of bullet points to list information.</li> </ul>
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						information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours'.	
<b>Recount writing</b>	<ul style="list-style-type: none"> <li>Informally recount incidents in own life to other children or adults and listen to others doing the same.</li> <li>Experiment with writing in a variety of play, exploratory and role-play situations.</li> <li>Write sentences to match pictures or sequences of pictures illustrating an event.</li> <li>Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Break the flow of speech into words.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Attempt to write short sentences in meaningful contexts e.g. I saw...../I went.....</li> </ul>	<ul style="list-style-type: none"> <li>Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'.</li> <li>Listen to other's recounts and ask relevant questions to find out more about the event being recounted.</li> <li>Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when.</li> <li>Write simple first-person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</li> <li>Separation of words with spaces.</li> <li>Introduce capital letters and full stops.</li> <li>Join words and joining clauses using and.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events recounted in texts at a level beyond which they can read independently.</li> <li>Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day.</li> <li>Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</li> <li>Create simple timelines to record the order of events.</li> <li>Write narratives about personal experiences and those of others, in role (real and fictional).</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Explore and collect commonly used pronouns e.g. I, we, our.</li> <li>Extend sentences using co-ordination (using or, and, but).</li> <li>Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines.</li> <li>Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper</li> </ul>	<ul style="list-style-type: none"> <li>Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events.</li> <li>Note the inclusion on relevant, but non-essential detail, to interest and engage the reader.</li> <li>Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours.</li> <li>Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts.</li> <li>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report.</li> <li>Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because – see above].</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore],</li> <li>Expressing time, place and cause using prepositions [for</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives.</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!'</li> <li>Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the</li> </ul>	<ul style="list-style-type: none"> <li>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required.</li> <li>Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote.</li> <li>Explore the use of personal versus impersonal writing and decide when each is appropriate.</li> <li>Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases.</li> <li>Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks.</li> <li>Relative clauses beginning with who, which, where,</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</li> <li>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</li> <li>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown out of control.</li> <li>Linking ideas across paragraphs using a wider</li> </ul>

		<ul style="list-style-type: none"> <li>Capital letters for names and for the personal pronoun I.</li> </ul>	<p>nouns used in recount texts, for example, Butterfly Village, Hertfordshire, Greenbrook School.</p> <ul style="list-style-type: none"> <li>Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building.</li> </ul>	<p>example, before, after, during, in, because of] e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor.</p> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material e.g.</li> <li>Explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</li> <li>Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.</li> </ul>	<p>number of natural wonders waiting to be discovered there (past).</p> <ul style="list-style-type: none"> <li>Fronted adverbials - explore general phrase/clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader (who? What? Where? When? etc) can be re-ordered to best hook the reader's interest.</li> <li>Use of paragraphs to organise ideas around a theme e.g.</li> <li>Develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.'</li> <li>Support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5).</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<p>when, whose, that, or an omitted relative pronoun, for example, experiment with omitting the additional, non-restrictive detail (in the form of relative clauses) from recounts and consider the effect on engaging the reader.</p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby].</li> <li>Support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (begun in year 4).</li> <li>Dashes or commas to indicate parenthesis, for example.</li> <li>Explore how dashes are less commonly used in more formal texts.</li> <li>Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader.</li> <li>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both.</li> <li>Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact.</li> <li>Explore the use of longer, complex sentences (with multiple clauses) to convey complex information.</li> </ul>	<p>range of cohesive devices: repetition of a word or phrase, grammatical connections, for example, use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].</li> <li>Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!'</li> <li>Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.</li> </ul>
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Poetry

<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words.</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Join in with class rhymes and poems.</li> <li>Copy actions.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Enjoy making up funny sentences and playing with words;</li> <li>Look carefully at experiences and choose words to describe;</li> <li>Make word collections or use simple repeating patterns.</li> <li>Writes rhyming pairs of words.</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Discuss own response and what the poem is about; ☒ talk about favourite words or parts of a poem;</li> <li>Notice the poem’s pattern.</li> <li>Be aware of a significant poet and be able to join in with some of their poem.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Use noun phrases.</li> <li>Use description e.g. adjectives and adverbs ☒ Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the nouns.</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Perform in unison, following the rhythm and keeping time.</li> <li>Imitate and invent actions.</li> <li>Read aloud clearly enough to be heard by peers and teachers.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Invent impossible ideas, e.g. magical wishes;</li> <li>Observe details of first hand experiences using the senses and describe;</li> <li>List words and phrases.</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Talk about own views, the subject matter and possible meanings;</li> <li>Comment on which words have most effect, noticing alliteration.</li> <li>Discuss simple poetry patterns.</li> <li>Be aware of more than one significant poet and recite one or more of their poems (or sections of their poems).</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</li> <li>Formation of adjectives using suffixes such as –ful, –less ☒ use of the suffixes –er, –est in adjectives.</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Perform individually or together.</li> <li>Use actions and sound effects to add to the poem’s meaning.</li> <li>Read aloud with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Experiment with alliteration to create humorous and surprising combinations;</li> <li>Make adventurous word choices to describe closely observed experiences;</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Describe the effect a poem has and suggest possible interpretations;</li> <li>Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes;</li> <li>Explain the pattern of different simple forms.</li> <li>Be aware of two or more significant poets, recite one or more of their poems (or sections of their poems) and begin to express a preference.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super–, anti–, auto–].</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect.</li> <li>Use actions, voices, sound effects and musical patterns to add to a performance.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Invent new similes and experiment with word play;</li> <li>Use powerful nouns, adjectives and verbs; experiment with alliteration;</li> <li>Create own free verse poetry ☒ write own examples of kennings, tankas, haikus.</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Describe poem’s impact and explain own interpretation by referring to the poem;</li> <li>Comment on the use of similes and expressive language to create images, sound effects and atmosphere;</li> <li>Discuss the poem’s form and suggest the effect on the reader.</li> <li>Be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Vary and control volume and tone, pace and use appropriate expression when performing.</li> <li>Use actions, sound effects, musical patterns and images to enhance a poem’s meaning.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Use language playfully to exaggerate or pretend;</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Discuss poet’s possible viewpoint, explain and justify own response and interpretation;</li> <li>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how these influences meaning;</li> <li>Explore imagery including metaphor and personification;</li> <li>Compare different forms and describe impact ☒ be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own views.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Vary pitch, pace, volume, expression and use pauses to create impact;</li> <li>Use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, and that of others.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Invent nonsense words and situations and experiment with unexpected word combinations;</li> <li>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</li> </ul>	<p><b>Reading poetry</b></p> <ul style="list-style-type: none"> <li>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</li> <li>Explain the impact of figurative and expressive language, including metaphor;</li> <li>Comment on poems’ structures and how these influence meaning.</li> <li>Be aware of a wide range of significant poets (both contemporary and classic, including Shakespeare), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own view point.</li> </ul> <p><b>Vocabulary, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul> <p><b>Performing poetry</b></p> <ul style="list-style-type: none"> <li>Vary pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form.</li> <li>Use movement, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT when performing both their own poetry, and that of others.</li> </ul> <p><b>Writing poetry</b></p> <ul style="list-style-type: none"> <li>Use language imaginatively to create surreal, surprising, amusing and inventive poetry;</li> <li>Use simple metaphors and personification to create poems based on real or imagined experience;</li> </ul>
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			<ul style="list-style-type: none"><li>• Create a pattern or shape on the page; use simple repeating phrases or lines as models.</li></ul>		<ul style="list-style-type: none"><li>• Use similes to build images and identify clichés in own writing;</li><li>• Create own free verse poetry.</li><li>• Write own examples of riddles based on models provided.</li></ul>	<ul style="list-style-type: none"><li>• Create own free verse poetry.</li><li>• Write raps/spoken word poetry on topics relevant to the children's interests/ motivations (possibly link with work on persuasion e.g. writing protests – see persuasion progression paper).</li></ul>	<ul style="list-style-type: none"><li>• Select pattern or form to match meaning and own voice.</li><li>• Create own free verse poetry.</li></ul>
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