



	Key Stage 1	Lower KS2	Upper KS2
Word	<ul style="list-style-type: none"> Prefixes (un-) Suffixes (s / -es, -er, -ing) Suffixes to make nouns (-er, -ness) Compound nouns Suffixes to make adjectives (-ful, -less) Superlatives (-er, -est) Adverbs using -ly 	<ul style="list-style-type: none"> Prefixes to make nouns (super-, anti-, auto-) Determiners (a/an) Word families based on root words (e.g. solve – solution, dissolve) Difference between plural and possessive 's' Standard English for verb inflections (was/were, did/done) Recap – adjective, noun, verb, adverb, conjunction Preposition Expanded noun phrase Phrase Clause 	<ul style="list-style-type: none"> Converting nouns into verbs or adjectives (-ate, -ise, -ify) Verb prefixes (dis-, de-, mis-, over-, re-) Formal and informal vocabulary Synonyms and antonyms
<p><u>Word</u> Deeper Learning - dependent on text type and genre</p>		<p>Powerful verbs, e.g. stare, tremble, slither Boastful Language, e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> Conditional words – should, would, could Figurative language: onomatopoeia, alliteration, hyperbole, simile, personification, repetition</p>	<p>Type of noun: proper, common, concrete, abstract, collective Figurative language: metaphor, personification, pun Empty words e.g. <i>someone, somewhere was out to get him.</i> Considering shades of meaning when discussing synonyms and adjectives Build in literary features to create effects e.g., alliteration, onomatopoeia, similes, personification, metaphors, foreshadowing, pathetic fallacy</p>
Sentence Construction	<ul style="list-style-type: none"> Sentence Clause Subordination (<i>when, if, that, because</i>) Coordination (<i>or, and, but</i>) Statement Question Exclamation Command Expanded noun phrases 	<ul style="list-style-type: none"> Secure use of embellished simple sentences: Adverbs (<i>then, next, soon, therefore</i>) Prepositions (<i>before, after, during, in, because of</i>) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials (<i>How, Where, When</i>) Compound sentences (Coordination) using coordinating conjunctions and / or / but / so 	<ul style="list-style-type: none"> Secure use of simple / embellished simple sentences Secure use of compound sentences: introduce for / nor / yet as coordinating conjunctions used in more formal, historical writing Secure use of complex sentences: Main and subordinate clauses with full range of conjunctions. Relative clauses beginning with a relative pronoun Relative clauses, omitting the pronoun Modal verbs Adverbs to show degrees of possibility



		<ul style="list-style-type: none"> • Develop complex sentences (Subordination): Main and subordinate clauses with a wider range of subordinating conjunctions. 	<ul style="list-style-type: none"> • Active and passive verb form • Formal and informal speech structures (e.g. question tags, subjunctive form)
<p style="text-align: center;"><u>Sentence Construction</u></p> <p style="text-align: center;">Deeper Learning - dependent on text type and genre</p>		<p>Topic sentences to introduce non-fiction paragraphs <i>Dragons are found across the world.</i></p> <p>Sentence of 3 for <u>description</u> <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water.</i></p> <p>Sentence of 3 for <u>action</u> <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Start with a simile <i>e.g. As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Repetition to persuade <i>Find us to find the fun!</i></p> <p>Pattern of 3 for persuasion <i>Visit, Swim, Enjoy!</i></p>	<p>-‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Drop in -‘ed’ clause <i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p>Use of rhetorical questions Elaboration of starters using adverbial phrases <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Expanded noun phrases to convey complicated information concisely: <i>the boy that jumped over the fence is over there; the fact that it was raining meant the end of sports day.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects: <i>The siren echoed loudlythrough the lonely streets ...at midnight.</i></p>
<p style="text-align: center;">Text Structure</p>	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Present tense • Past tense • Present progressive • Past progressive 	<ul style="list-style-type: none"> • Paragraphs to organise ideas into each story part; to organise each part of story to indicate a change in place or jump in time (FICTION) • Paragraphs to organise ideas around a theme; <ul style="list-style-type: none"> -Logical organisation -Group related paragraphs -Develop use of a topic sentence 	<ul style="list-style-type: none"> • Paragraphs (FICTION): Vary connectives within paragraphs to build cohesion into a paragraph • Use change of place, time and action to link ideas across paragraphs. • Secure use of paragraphs (NON-FICTION): Use a variety of ways to open texts and draw reader in and make the purpose clear



		<ul style="list-style-type: none"> -Link information within paragraphs with a range of connectives. -Use of bullet points, diagrams (NON-FICTION) • Tense – past, present, present perfect, past and present progressive • Pronouns and nouns to aid cohesion • Dialogue – inverted commas, capital letter to open speech, punctuation before the closing speech mark, new speaker/new line, powerful speech verb, adverbial for extra detail 	<ul style="list-style-type: none"> • Layout devices (<i>headings, sub-headings, columns, bullets, or tables, to structure text</i>) • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis • Devices to build cohesion within a paragraph (<i>then, after that, this, firstly</i>) • Use of dialogue to convey character or advance the action.
<p><u>Text Structure</u></p> <p>Deeper Learning - dependent on text type and genre</p>		<ul style="list-style-type: none"> • Poetry -Colour poem -List poem -Fantasy poem, using similes -Collective poem, including rhyming couplets -Contrasting places poem (personification) -Wish poem (repetition) 	<ul style="list-style-type: none"> • Stage directions in dialogue (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> • Choose or create publishing format to enhance text type and engage the reader (e.g., double-page spreads). • Poetry -Portraying emotion using imagery -Abstract place poem -Word play using homophones -Kennings -Surreal Haiku -Mirrors and memories rhyming poem
<p>Punctuation</p>	<ul style="list-style-type: none"> • Spaces between words • Capital letter • Full stop • Question mark • Exclamation mark • Capital letters for names and 'I' • Commas in a list • Apostrophes for contraction • Apostrophes for singular possession 	<ul style="list-style-type: none"> • Apostrophes for plural possession • Comma after a fronted adverbial • Full punctuation for direct speech: Each new speaker on a new line, comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i> 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list • Use of semi-colons within lists • Punctuation of bullet points to list information • Hyphens to avoid ambiguity



<p>Terminology</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>Noun, adjective, verb, adverb, preposition, conjunction, word family, prefix, suffix, phrase, clause, subordinate clause, direct speech, consonant, vowel, determiner, comma, inverted commas (or 'speech marks'), pronoun, possessive pronoun, adverbial, <i>synonym</i>, <i>antonym</i></p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
<p>Handwriting</p> <p><i>We use the Letter-join handwriting scheme</i></p>	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). <p><i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task. <p><i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>
<p>Composition</p>	<p>Before writing:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary <p>During writing:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional); write about real events; write poetry; write for different purposes. Encapsulate what they want to say, sentence by sentence. <p>After writing:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils 	<p>Before writing:</p> <ul style="list-style-type: none"> Discuss high-quality example texts to learn from their structure, vocabulary and grammar. Discuss and record a range of useful ideas. Draw upon their wider reading as models. <p>During writing:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally and improve them as they are said out loud. Use the correct subject and verb agreement when using singular and plural (e.g. The dog is big. The dogs are big.) Use the correct tense throughout a piece of writing. <p>After writing:</p> <ul style="list-style-type: none"> Assess how effective own writing is and give a 'next step'. 	<p>Before writing:</p> <ul style="list-style-type: none"> Identify the specific purpose and audience of writing (e.g. to 'inform' people 'interested in environmental Science concerns') and know how they are trying to make the audience feel (e.g. provoke people into changing their recycling habits). Use other similar texts as models for own compositions, recognising the most appropriate and effective skills to 'magpie' for the given piece of text. Draw upon their wider reading as models. Note initial ideas, drawing on relevant and useful reading and research where necessary. <p>During writing:</p>

Writing Key Skills Progression



	<ul style="list-style-type: none"> • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Assess how effective peers' writing is and suggest a suitable next step. • Suggest a better choice of vocabulary and some punctuation for effect. • Re-read writing to check for errors in spelling, grammar and punctuation and correct some of these errors using the 'Purple Pen of Progress'. • Read writing aloud to a group or the whole class, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary for the text they are composing, understanding that they can manipulate grammatical structures to change and enhance meaning. • Use a range of verb forms for effect (e.g. the infinitive - to begin; the -ing participle - sitting, meaning, standing; the modal - would; and the passive form - be called). • Use dialogue to purposefully advance the action in a narrative or give more detail about characters (i.e. showing their personality through what they say and how they say it.) <p>After writing:</p> <ul style="list-style-type: none"> • Assess how effective own and peers' writing is and give an appropriate 'next step'. • Re-read writing to check for errors in spelling, grammar and punctuation, and correct these errors. • Suggest a better choice of vocabulary and punctuation for effect and to clarify meaning. <p>Perform compositions using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Spelling</p>	<p><i>See separate long-term plan for spelling - we follow the No Nonsense approach, focusing on orthography, morphology, etymology; strategies for spelling at the point of writing; and proof-reading.</i></p>		