Concepts and Content Organiser- Writing

KS1		Readers into Writers (Concepts within and between texts)	Writing to… - **Entertain** - **Describe** - **Inform** - **Persuade** - **Poetry**	Grammatical features				Spelling	Terminology for pupils
				Word	Sentence	Text	Punctuation		
Y1/2	*One Day on our Blue Planet: In the Savannah by Ella Bailey*		**Writing to describe** Description of the Savannah **Writing to inform** Non-chronological report about lions	Formation of nouns Formation of adjectives	Separation of words with spaces. Subordination (using when, if, that, because) and co-ordination (using or, and, but) Questions and Statements	Sequencing sentences to form short narratives	Capital letters and full stops. Commas to separate items in a list. Separating words with spacing Use of question marks.	Compound Words Common Exception Words Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word The /i:/ sound spelt –ey and adding 's'	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Noun Phrase Adjective Question Mark Compound Suffix Statement Question
	Olga da Polga by Michael Bond		**Writing to Inform** - Information leaflet about rodents **Writing to Entertain** - Story about how Olga lost her tail		Joining words and joining clauses using and Exclamations		Capital letters and full stops. Separating words with spacing Use of exclamation marks	Words ending in 'y' The /aɪ/ sound spelt –y at the end of Words The /ɔ:/ sound spelt a before l and ll Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Adjective Question Mark Compound Exclamation Mark Exclamation
	If all the world were… by Joseph Coelho		**Writing to describe** Personal narrative about a memory **Poetry** Poems about seasons	Nouns Expanded Noun Phrases for description and specification Verbs Use of 'ly' to turn adjectives into adverbs			Capital letters and full stops. Separating words with spacing	Common Exception Words New consonant spellings 'ph' and 'wh' Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Noun Phrase Adjective Adverb Verb

Book		Writing Genres	Word		Sentence	Text	Punctuation	Spelling	Vocabulary
Anna Hibiscus by Atinuke		**Poetry** Poem about Anna and her family's journey. **Writing to persuade/inform** Persuading someone to visit Nigeria/Canada	Regular plural noun suffixes s and es including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of the root word. Expanded noun phrases for description and specification				Capital letters and full stops. Separating words with spacing	Adding s and es to words (plural of nouns and the third person singular of verbs) How 'y' changes to 'ies' Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Noun Phrase Adjective Suffix Singular Plural Verb
Grace and Family by Mary Hoffman		**Writing to describe** Diary entry in the role of Grace – how she feels about visiting her dad **Writing to persuade** Letter to reassure Grace that her trip will be ok.			How words can combine to make sentences, joining clauses – using 'and'	Sequencing sentences to form short narratives	Capital letters and full stops. Separating words with spacing Capital letters for names and personal pronoun 'I'	Adding –er and –est to adjectives where no change is needed to the root word The suffixes –ment, –ness, –ful , –less and –ly Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Noun Phrase Adjective Suffix
10 things I Can Do to Help My World by Melanie Walsh		**Writing to persuade** Children to write ten things I can do to help my world. **Writing to inform** Writing instructions – how to make a bird feeder			Command Sentences		Capital letters and full stops. Separating words with spacing Use of question marks Use of exclamation marks	Adding –er and –est to adjectives where no change is needed to the root word The /ʌ/ sound spelt o Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Question Mark Suffix Exclamation Mark Statement Question Exclamation Command
Ossiri and the Bala Mengro by Richard O'Neill		**Writing to entertain** Writing a story of their own creation	Compound words How the prefix un changes the meaning of verbs and adjectives.		Statements and Exclamation Sentences	Correct use of present and past tense	Capital letters and full stops. Separating words with spacing Commas to separate items in a list. Use of exclamation marks	Common Exception Words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il	Word Capital Letter & Full Stop Punctuation Sentence Letter Noun Verb Adjective Exclamation Mark Statement Exclamation Comma Tense - past and present

Book		Writing	Grammar (word)		Grammar (tense)	Punctuation	Spelling	Vocabulary
Lila and the Secret of Rain by David Conway and Jude Daly		**Writing to describe** Write a description based on the picture of the village **Writing to entertain** Retell the story in the role of Lila	Formation of adjectives		Correct use of present and past tense	Capital letters and full stops. Separating words with spacing Capital letters for names and personal pronoun 'I'	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Statement Suffix Tense - past and present
The Robot and the Bluebird by David Lucas		**Writing to inform** Non-Chronological report about bluebirds **Writing to entertain** Diary entry for the robot	Formation of nouns using suffixes such as 'ness' and 'er' Possessive apostrophe (singular)		Progressive form of verbs to mark past and present tense	Capital letters and full stops. Separating words with spacing Capital letters for names and personal pronoun 'I'	Common Exception Words Compound Words Contractions The /l/ or /əl/ sound spelt –le at the end of words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Compound Statement Suffix Tense - past and present Apostrophe
Leaf by Sandra Dieckmann		**Poetry** Responding to the illustrations **Writing to inform** Letter of advice	Formation of nouns using suffixes such as 'ness' and 'er' Use of 'ly' to turn adjectives into adverbs			Capital letters and full stops. Separating words with spacing Apostrophes to mark where letters are missing in spelling Use of question marks	Adding the prefix –un The /r/ sound spelt wr at the beginning of words Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adverb Suffix Adjective Question Mark Statement Question Comma Apostrophe
The Secret of Black Rock by Joe Todd Stanton		**Writing to describe** Write the next part of the story – what happened when the black rock woke up. **Writing to persuade** Write a letter to the people in the town persuading them to save the black rock	Formation of adjectives		Correct use of present and past tense	Capital letters and full stops. Separating words with spacing	Compound Words The /n/ sound spelt kn and (less often) gn at the beginning of words. Homophones Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Statement Compound Tense - past and present

Where the Wild things Are by Maurice Sendak		**Writing to entertain** Description of a wild thing they have created **Writing to entertain** Retell the story	Use of suffixes 'er' and 'est' in adjectives	Subordination – using 'when' 'if' 'and' 'because' 'that'	Progressive form of verbs to mark past and present tense	Capital letters and full stops. Separating words with spacing Apostrophes to mark where letters are missing in spelling	Common Exception Words How 'y' changes to 'ies' The /s/ sound spelt c before e, i and y	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Adjective Statement Apostrophe Suffix Tense - past and present
The Storm Whale by Benji Davies		**Writing to inform** Lists/Instructions for a game they have created **Poetry** Seaside poem	Formation of adjectives using suffixes such as 'full' and 'less'	Command Sentences		Capital letters and full stops. Separating words with spacing Use of exclamation marks	Adding s and es to words (plural of nouns and the third person singular of verbs) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Exclamation Mark Statement Exclamation Comma Suffix Plural Singular
The Snail and the Whale by Julia Donaldson		**Writing to entertain** Mini book in role about the characters adventures **Poetry** Lyrical language	Formation of adjectives using suffixes such as 'full' and 'less'	Coordination – using 'or' 'but'	Progressive form of verbs to mark past and present tense	Capital letters and full stops. Separating words with spacing	Adding the prefix –un The /s/ sound spelt c before e, i and y Common Exception Words	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Statement Tense - past and present Suffix
The Emperor's Egg by Martin Jenkins		**Writing to entertain** Description of a setting **Writing to inform** Information text about penguins and their life cycle		Statements	Correct use of present and past tense	Capital letters and full stops. Separating words with spacing Apostrophes to mark singular possession in nouns	Common Exception Words New consonant spellings 'ph' and 'wh' The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	Word Capital Letter Full Stop Punctuation Sentence Letter Noun Verb Adjective Statement Apostrophe Comma Tense - past and present

		Readers into Writers (Concepts within and between texts)	Writing to… - **Entertain** - **Describe** - **Inform** - **Persuade** - **Poetry**	Grammatical features				Spelling	Terminology for pupils
				Word	**Sentence**	**Text**	**Punctuation**		
Y3/4	*Into the Forest by Anthony Browne*		**Writing to describe** Similes, Metaphors, Grades of meaning **Writing to entertain** Alternative fairy tale		Expanding noun phrases with adjectives and noun choices Expressing time, place and cause using conjunctions		Inverted commas to punctuate direct speech	Adding suffixes beginning with vowel letters to words of more than one syllable e.g. begin → beginning	Noun, adjective, expanded noun phrase, conjunction, direct speech, inverted commas, speech marks, word families
	Jemmy Button by Jennifer Uman and Valerio Vidali		**Writing to inform** Newspaper Article **Writing to persuade** Persuasive Letter		Expressing time, place and cause using adverbs	Nouns and pronouns for clarity and cohesion Use of paragraphs to organise ideas around a theme		The I sound spelt y e.g. gym, myth	Verb, adverb, noun, pronoun, possessive pronoun, paragraph
	Storm by Kevin Crossley-Holland		**Writing to describe** Similes, metaphors **Poetry** Personification	Use of the forms a or an according to whether the next word begins with a consonant or a vowel Grammatical difference between plural and possessive s	Expressing time, place and cause using adverbs		Apostrophes to mark plural possession	The "uh" sound spelt ou e.g. young, touch, trouble	Consonant, vowel, simile, metaphor, adverb, personification, apostrophe, determiner, plural
	Iron Man by Ted Hughes and Laura Carlin		**Writing to inform** Diary entry **Writing to inform** Newspaper **Writing to describe** Letter	Using standard English forms for verb inflections instead of local spoken forms	Expressing time, place and cause using prepositions Expressing time, place and cause using conjunctions Expressing time, place and cause using adverbs Using fronted adverbial phrases	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Using present perfect tense and drawing contrast between the past tense	Introduction to inverted commas to punctuate direct speech Use commas after fronted adverbial phrases	Prefixes including dis-, mis-, in-, auto-, anti- Homophones and near homophones	Prefix, prepositions, conjunctions, adverbs, paragraphs, heading, subheadings, inverted commas, direct speech
	Leon and the Place Between by Graham Baker-Smith		**Writing to describe** Describing a scene **Writing to persuade** Persuasive letter / Letter of complaint	Recognising verbs; choosing appropriate and effective verbs	Expanding noun phrases with adjectives and noun choices Using adverbial phrases to modify the verb			The suffix -ation e.g. information	Verbs, adjectives, nouns, expanded noun phrase, adverbial phrase, persuade
	Arthur and the Golden Rope by Joe Todd Stanton		**Writing to entertain** Story	Using a thesaurus to choose the most appropriate and impactful adjectives		Organising related material into paragraphs Recognising the structure of a story on a basic level of beginning, middle and end Choosing nouns or pronouns appropriately for clarity and cohesion	Using inverted commas to punctuate dialogue between characters	The suffix -ly e.g. comically is comical + ly Including exceptions (e.g. happy -> happily, gentle -> gently, basic -> basically)	Adjectives, paragraphs, structure, inverted commas, direct speech, dialogue

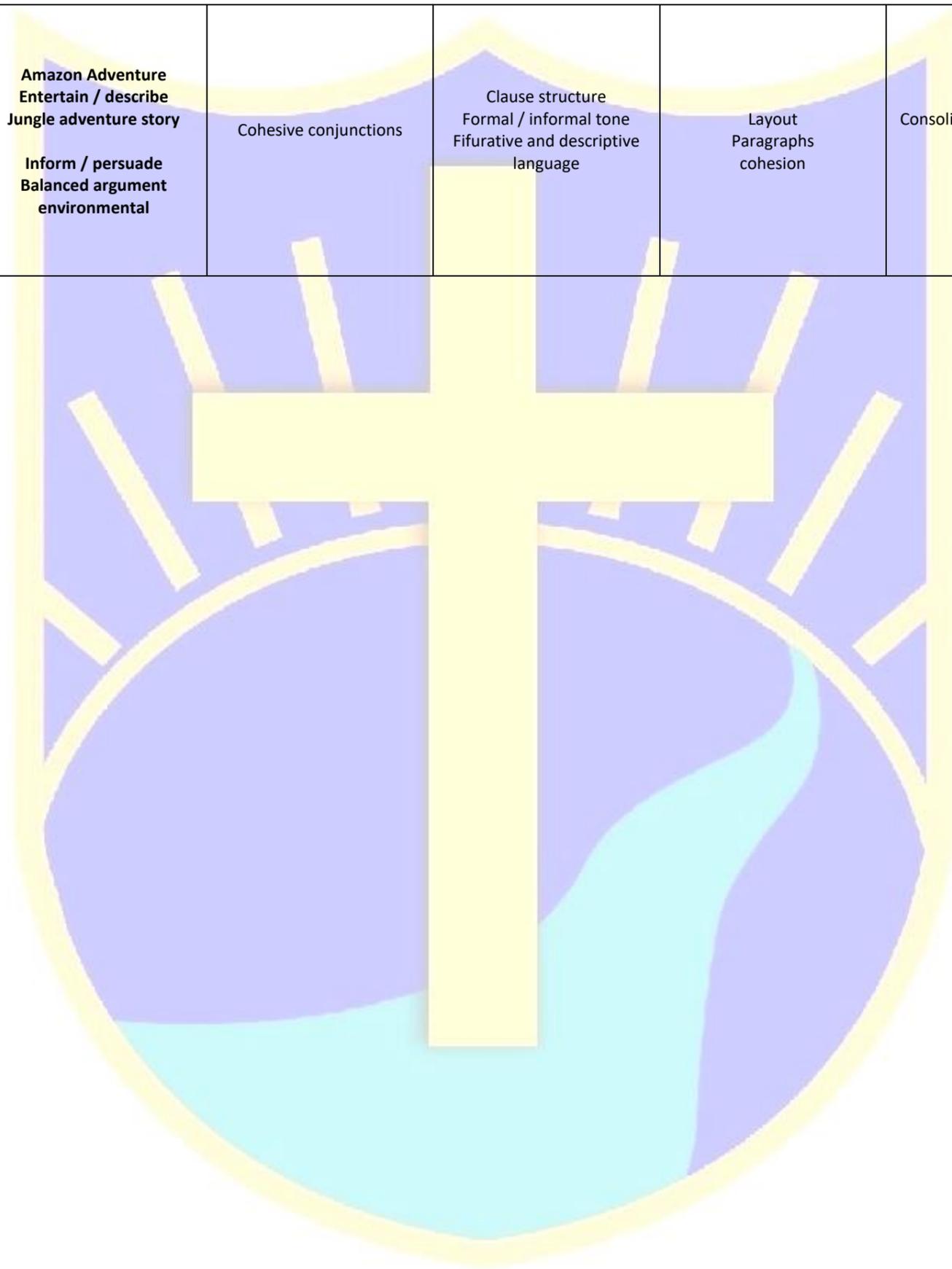| Book		Writing					Spelling	Vocabulary
Viking Sagas by Neil Gaiman		**Writing to entertain** Viking saga	Identifying conjunctions	Using conjunctions to join two clauses Using prepositions to express time or place Using adverbial phrases to modify the verb	Organising related material into paragraphs Following the structure of a story, including the build up, climax and the resolution		Using a word mat to correctly spell names of Viking people and places Words with -sure and -ture endings e.g. pleasure, treasure, creature, measure Homophones and near homophones	Clause, subordinate clause, conjunctions, paragraphs, build up, climax, resolution
Mouse Bird Snake Wolf by David Almond		**Poetry** Kennings **Writing to inform** Non-chronological report	Using technical language e.g. talons, beak Grammatical difference between plural and possessive s	Using prepositional phrases to express time and place	Organising ideas non-chronologically into paragraphs to inform a reader Heading and subheadings to aid presention Recognising and being able to follow the structure of a kenning	Apostrophes to mark plural possession	Using a word mat to spell technical language accurately Words ending in -sion e.g. decision, television, invasion Possessive apostrophe with plural words e.g. girls', children's	Paragraphs, heading, subheading, prepositional phrases, technical language
Pebble in my Pocket by Meredith Hooper		**Writing to describe** Scene description		Using adverbs as a sentence starter	Using present perfect tense and understanding the contrast between past tense		The -ous suffix e.g. poisonous, tremendous, humorous including humour -> humorous and courage -> courageous Words with the ay sound spelt ei, eigh, ey e.g. weight, rein,	
African Tales: A Barefoot Collection by Gcina Mhlophe		**Writing to entertain** Retelling a story			Choosing nouns or pronouns appropriately for clarity and cohesion		Endings which sound like "shun" e.g. - tion, -sion, -ssion, -cian, Words with the s sound a spelt sc e.g. scene, science	
Varjak Paw by S F Said		*Writing to inform Diary entry?* **Writing to inform** Newspaper article **Poetry** **Writing to persuade**	Using a thesaurus to choose appropriate and impactful nouns, verbs and adjectives	Understanding rhetorical questions as one that doesn't require an answer and writing these accurately Using similes and metaphors Using personification as a descriptive technique Ordering events in a text using chronological conjunctions e.g. first, before, then Using fronted adverbial phrases	Using the features of a newspaper report such as the 5Ws headings, subheadings and captions Writing using a consistent tense throughout	Using question marks when asking rhetorical questions Using inverted commas to punctuate direct speech Use commas after fronted adverbial phrases	Words with the k sound spelt ch e.g. chord, chorus Words with the sh sound spelt ch e.g. chef Words ending with the g sound spelt gue e.g tongue, league, intrigue	Nouns, verbs, adjectives, 5W's, subheadings, captions, tense, rhetorical questions, inverted commas

	Readers into Writers (Concepts within and between texts)	Writing to… - Entertain - Describe - Inform - Persuade - Poetry	Grammatical features				Spelling	Terminology for pupils
			Word	Sentence	Text	Punctuation		
Varmints by Helen Ward		**Inform and persuade** Considering how word choice influences the reader. Persuasive and descriptive language. **Describe** Emotive language **Poetry** Story Poem	Nouns Adjectives Determiners Prefixes and suffixes converting nouns into verbs	Using expanded noun phrases to convey complicated information concisely. Writing in the first person. Writing in the past tense.	How word choice can influence the reader. Emotive language. Editing and publishing.	Colons to introduce a list Commas in lists	Words from Y5/6 word list Endings which sound like /ʃəs/ spelt –cious or –tious Words containing the letter-string ough use a dictionary to check the spelling of uncommon or more ambitious vocabulary synonyms antonyms Prefixes and suffixes Homophones Use knowledge of morphology and etymology	Nouns Adjectives Determiners Comma expanded noun phrase First person Past tense Synonym antonym Cohesion and ambiguity
Topic Based Autumn		**Entertain** Upside down fairytale **Describe** Tudor setting description Recount – Guy Fawkes **Inform** News report MQoS **Poetry** Plague personified	Nouns Adjectives determiners Noun phrases synonyms to improve word choice adverbs verbs conjunctions to show time	Expanded noun phrases Direct speech Reporting clause Adverbial phrases Adverbials for place and number Fronted adverbials First person Past tense Cohesive devices – time connectives Personification / metaphor	Integrate dialogue in narratives to convey character and advance the action Layout for effect	Inverted commas Commas Exclamation marks Question marks	Words from Y5/6 word list Endings which sound like /ʃəl/ use a dictionary to check the spelling of uncommon or more ambitious vocabulary Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Verb tenses – Use the perfect form of verbs relationships of time and cause Use knowledge of morphology and etymology	Nouns Adjectives determiners Noun phrases synonyms word choice adverbs verbs conjunctions Expanded noun phrases Direct speech Reporting clause Adverbial phrases Fronted adverbials First person Past tense Cohesive devices – time connectives Personification / metaphor Cohesion and ambiguity
The Princess' Blankets by Carol Ann Duffy		**Inform** Newspaper report. **Describe**	Nouns Verbs Adjectives conjunctions	Reported speech. Direct speech. Reporting clause.	Layout devices: Headings, subheadings, columns. Structure of a letter. Paragraphs	Speech marks for direct speech. Exclamation marks Question Marks	Words from Y5/6 word list Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Nouns Verbs Adjectives Conjunctions

Y5/6

	Describe the blanket (texture, smell etc). **Explain and Persuade** Letter **Entertain** Story ending		Cohesion: tense, pronouns etc	Commas within direct speech.	use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and etymology	Reported speech. Direct speech. Reporting clause. Cohesion and ambiguity	
Topic based Spring	**Entertain Sci-fi story** **Inform Non-chron: alien Biography – fictional character** **Instructions –Mayan c900 sacrifice** **Persuade Letter of complaint to current hotel in Mexico (holiday to visit ancient ruins)**	Passive verbs Active verbs Subject Verb Coordinating conjunctions Compound sentence Technical vocabulary Imperative verbs prepositions Modal verbs Complex sentences Subordinating conjunctions Conjunctions	Passive sentences for effect Compound sentences First person Past tense Cohesive devices – time connectives 2nd person voice Formal / informal	Short, dramatic sentences Clause structure Parentheses Letter structure Modal verbs to indicate possibility Cohesive devices	Commas to mark clauses Bullet points Colons Semi-colons Parenthesis: dashes, brackets commas Apostrophes for possession and omission Ellipsis	Technical vocabulary Words from Y5/6 word list Words ending in –able and –ible Words ending in –ably and –ibly use a dictionary to check the spelling of uncommon or more ambitious vocabulary hyphenated words co-ordinate, re-enter, co-operate, co-own Use knowledge of morphology and etymology	Passive verbs Active verbs prepositions Subject Verb Coordinating conjunctions Compound sentence Technical vocabulary Imperative verbs Modal verbs Apostrophe Contracted Omission possession Conjunctions Bullet points Colons Semi-colons Parenthesis: dashes, brackets commas Modal verb Formal / informal Complex sentences Subordinating conjunctions Main clause Subordinate clause Hyphen Cohesion and ambiguity Ellipsis
Floodland by Marcus Sedgwick	**Persuade** Speech **Describe** Characters in story Settings Poetry environmental	Relative pronouns Formal language Figurative language	Relative clause Impersonal tone Third person Similes metaphors	The structure of formal and informal speech Emotive language Cohesive devices	Commas to mark clauses Consolidate higher level punctuation	Words from Y5/6 word list Adding suffixes beginning with vowel letters to words ending in –fer use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and etemology	Relative pronouns Relative clause Formal language Impersonal Third person Similes Metaphors Cohesion and ambiguity
Topic based Summer	**Persuade / inform Balanced argument Persuasive speech from an animal of the ocean**	Technical vocabulary Conjunctions Modal verbs subjunctive	Present tense Third person Impersonal voice Formal tone subjunctive	Cohesive devises Paragraphs	Consolidate all higher level punctuation	Modal verbs Technical vocabulary Words from Y5/6 word list	Technical vocabulary Conjunctions Modal verbs Subjunctive Present tense

							Spelling	Review
				Complex sentences			Words with the /i:/ sound spelt ei after c

use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Use knowledge of morphology and etymology | Third person
Impersonal voice
Cohesion and ambiguity |
| **The Viewer by Gary Crew and Shaun Tan** | | **Describe**
Describing a precious object.
Poetry
Description poem.
Describe
Creating a fantasy landscape | Modal verbs.
Adjectives.
Verb.
Nouns.
Homophones.
Subject and Object.
Prefixes and suffixes converting nouns into verbs | Parenthesis
Noun phrases.
Expanded noun phrases.
Clauses.
Active and passive voice. | Structure of a letter.
parentheses | Parenthesis
(Brackets
Dashes
Commas)

Colons to introduce a list
Commas in lists | Words from Y5/6 word list

Endings which sound like /ʃəs/ spelt –cious or –tious

Words containing the letter-string ough

use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Homophones.
Prefixes and suffixes
Use knowledge of morphology and etymology | Modal verbs.
Adjectives.
Verb.
Nouns.
Homophones.
Subject and Object.
Parenthesis
parentheses
Noun phrases.
Expanded noun phrases.
Clauses.
Active and passive voice.
Brackets
Dashes
Commas
Cohesion and ambiguity |
| **Topic based Autumn** | | **WWII
Entertain
Timeslip story**

**Inform/ persuade
Government leaflets**

**Describe
Evacuee letter**

**Science: Inform
Non-chron insect** | Coordinating conjunctions
Subordinating conjunctions
Technical vocabulary | Compound sentences
Complex sentences
Sentence types and structure
Tense | Clause structure
Formal / informal tone

Paragraphing

cohesion | Commas to mark clauses and to add clarity

Hyphens

Colons

Semi-colons
Ellipsis | Conjunction words

Words from Y5/6 word list
Endings which sound like /ʃəl/
use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

hyphenated words

Technical vocabulary

Verb tenses
Use knowledge of morphology and etymology | Coordinating conjunctions
Subordinating conjunctions
Technical vocabulary
Compound sentences
Complex sentences

Hyphens

Colons

Semi-colons
Cohesion and ambiguity
Ellipsis |

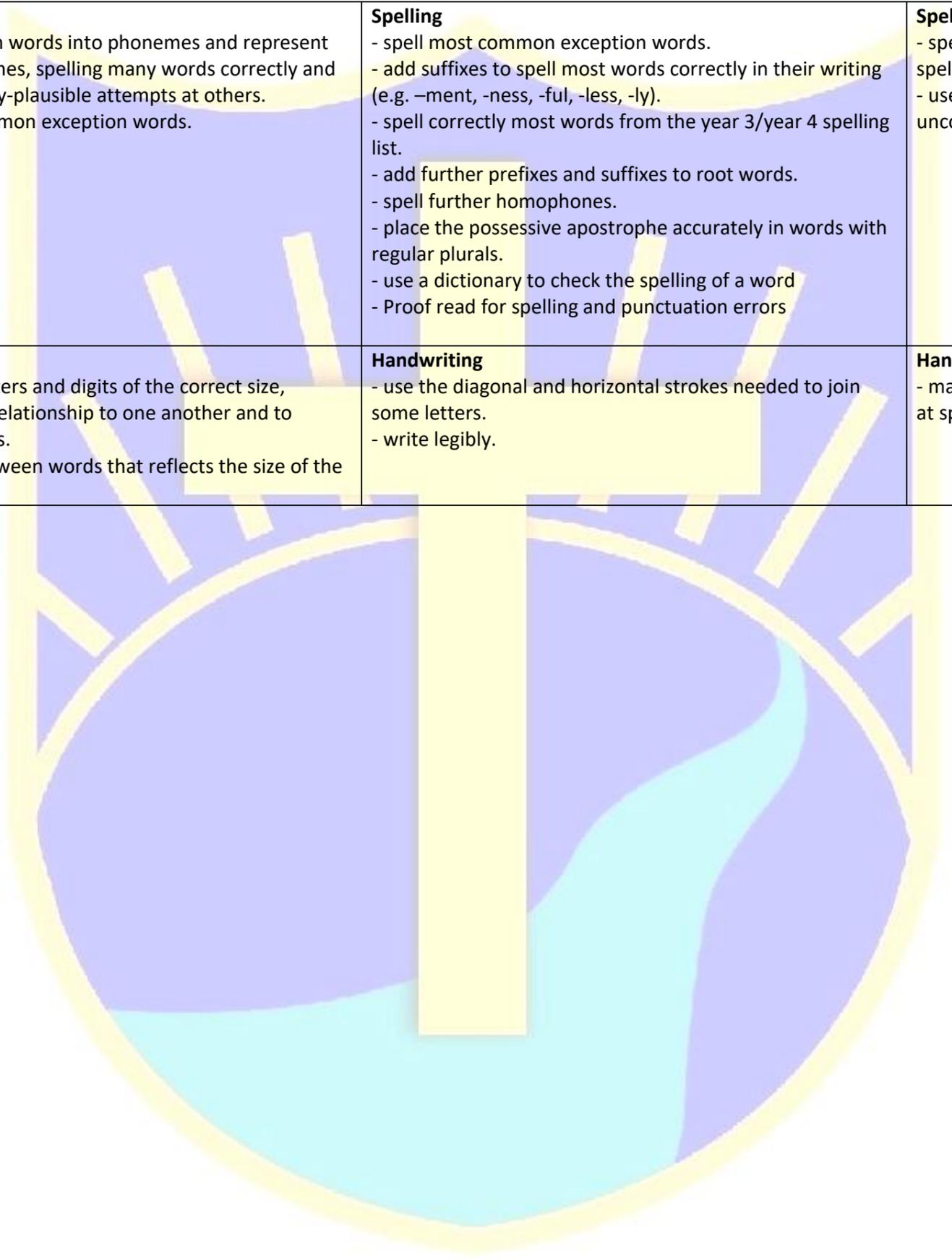| Text		Purpose / Genre	Word & Grammar	Sentence	Text Structure	Punctuation	Spelling	Terminology
Shackleton's Journey by William Grill		**Explain** Sharing of opinion **Persuade** Job application letter **Persuade** Speech	Emotive synonyms Antonyms Coordinating conjunctions Subordinating conjunctions.	Time adverbials Adverbials for place and number Third Person Past tense Compound sentences. Complex sentences	Structure of a letter. Formal and informal speech	Commas to demarcate clauses. Apostrophes for possession and contraction	Contracted words Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Synonyms antonyms Words from Y5/6 word list use a dictionary to check the spelling of uncommon or more ambitious vocabulary hyphenated words Use knowledge of morphology and etemology	Subordinate clause Main clause Apostrophe Omission Possession Contraction Tense Compound sentence Complex sentence Synonym Antonym Cohesion and ambiguity
Topic based Spring		**Frozen Kingdom Poetry Haiku** **Inform / persuade Holiday brochure** **Explain / persuade Letter of complaint**	Relative pronouns Nouns verbs Passive verbs Active verbs Subject Verb Coordinating conjunctions Compound sentence Technical vocabulary Imperative verbs prepositions Modal verbs Complex sentences Subordinating conjunctions Conjunctions	Figurative language Similes Metaphors Expanded noun phrases Passive sentences for effect Compound sentences First person Past tense Cohesive devices – time connectives 2nd person voice Formal / informal	Relative clause structure Letter structure Modal verbs to indicate possibility Cohesive devices layout	Parenthesis: dashes, brackets commas	Synonyms antonyms Words from Y5/6 word list Words ending in –able and –ible Words ending in –ably and –ibly use a dictionary to check the spelling of uncommon or more ambitious vocabulary hyphenated words co-ordinate, re-enter, co-operate, co-own formal vocabulary Use knowledge of morphology and etymology	Parenthesis: dashes, brackets commas Relative clause Relative pronoun Cohesion and ambiguity
The Adventures of Odysseus by Hugh Lupton		**Persuade** Persuasive letter **Entertain** First person narrative playscript **Describe** Recount **Inform** Instructions	Imperative verbs Time connectives Adverbs Prepositions subjunctive	Simile Metaphor Fronted adverbials Cohesive devices Prepositional phrases Subjunctive structure	Linking ideas across paragraphs in a variety of ways. Layout devices: Headings, subheadings, bullets.	Colons Commas	Words from Y5/6 word list Adding suffixes beginning with vowel letters to words ending in –fer use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and etymology	Imperative verbs Time connectives Adverbs Simile Metaphor Fronted adverbials Cohesive devices subjunctive prepositions Cohesion and ambiguity

Topic based Summer			**Amazon Adventure Entertain / describe Jungle adventure story** **Inform / persuade Balanced argument environmental**	Cohesive conjunctions	Clause structure Formal / informal tone Fifurative and descriptive language	Layout Paragraphs cohesion	Consolidate all higher level punctuation	Words from Y5/6 word list Words with the /i:/ sound spelt ei after c use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and entomology

Assessment framework

	Working towards the expected standard	Working at the expected standard/Acquire	Working at greater depth/Apply
By the end of Y2, children can (taken from teacher assessment framework):	**Writing for a purpose** - write sentences that are sequenced to form a short narrative (real or fictional)	**Writing for a purpose** - write simple, coherent narratives about personal experiences and those of others (real or fictional) - write about real events, recording these simply and clearly	**Writing for a purpose** - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. - make simple additions, revisions and proof-reading corrections to their own writing.
	Grammatical features: punctuation - demarcate some sentences with capital letters and full stops	**Grammatical features: punctuation** - demarcate most sentences in their writing with capital letters and full stops. - use question marks correctly when required.	**Grammatical features: punctuation** - use the punctuation taught at KS1 mostly correctly (capital letters, inc. for the pronoun I, full stops, question marks, exclamation marks, commas for a list, apostrophes for singular possession)
	Grammatical features: word level	**Grammatical features: word level** - use present and past tense mostly correctly and consistently	**Grammatical features: word level**
	Grammatical features: sentence level	**Grammatical features: sentence level** - use coordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses	**Grammatical features: sentence level**
	Spelling - segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others - spell some common exception words	**Spelling** - segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others. - spell many common exception words.	**Spelling** - spell most common exception words. - add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly).
	Handwriting - form lower-case letters in the correct direction, starting and finishing in the right place - form lower-case letters of the correct size, relative to one another in some of their writing - use spacing between words	**Handwriting** - form 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.	**Handwriting** - use the diagonal and horizontal strokes needed to join some letters.

By the end of Y4, children can:	Working towards the expected standard	Working at the expected standard/Acquire	Working at greater depth/Apply
	Writing for a purpose - write simple, coherent narratives about personal experiences and those of others (real or fictional) - write about real events, recording these simply and clearly	**Writing for a purpose** - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. - in narratives, create settings, plot and characters - use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narrative writing. - evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	**Writing for a purpose** - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). - describe settings, characters and atmosphere in narratives. - integrate dialogue in narratives to convey character and advance the action. - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using paragraphs to affect how the text is presented; using a variety of pronouns to ensure cohesion across the text and avoid repetition).
	Grammatical features: punctuation - demarcate most sentences in their writing with capital letters and full stops. - use question marks correctly when required.	**Grammatical features: punctuation** - use the punctuation taught at KS1 mostly correctly and consistently (capital letters, inc. for the pronoun I, full stops, question marks, exclamation marks, commas for a list, apostrophes for singular possession) - use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. - use commas after fronted adverbials -use and punctuate direct speech	**Grammatical features: punctuation** - use the range of punctuation taught in Y3/4 correctly (e.g. inverted commas to indicate direct speech, apostrophes for plural possession, commas to separate fronted adverbials). - Use sentence demarcation consistently accurately: capital letters, full stops, question marks, exclamation marks, commas in lists and for fronted adverbials. - Accurate use of inverted commas to mark dialogue.
	Grammatical features: word level - use present and past tense mostly correctly and consistently	**Grammatical features: word level** - use the present perfect tense in contrast to the past tense. - use conjunctions, adverbs and prepositions to express time and cause. - understand the difference between verb inflections for Standard English and local dialect. - Add detail to writing using adjectives, adverbs and similes.	**Grammatical features: word level** - use verb tenses consistently and correctly throughout their writing. - Use past/present tense and 1st/2nd person consistently
	Grammatical features: sentence and text level - use coordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses	**Grammatical features: sentence and text level** - use paragraphs to organise ideas around a theme - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including both subordinating and coordinating conjunctions. - use nouns and pronouns for clarity and cohesion and to avoid repetition. - use fronted adverbials.	**Grammatical features: sentence and text level** - use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). - Use a wider variety of sentence openers (e.g. subordinate clauses, adverbial phrases). - Include expanded noun phrases and adverbial phrases to add detail. - Use a wider range of subordinating and coordinating conjunctions to link sentences.

		Spelling	Spelling	Spelling
		- segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others. - spell many common exception words.	- spell most common exception words. - add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly). - spell correctly most words from the year 3/year 4 spelling list. - add further prefixes and suffixes to root words. - spell further homophones. - place the possessive apostrophe accurately in words with regular plurals. - use a dictionary to check the spelling of a word - Proof read for spelling and punctuation errors	- spell correctly almost all words from the year 3/year 4 spelling list. - use a dictionary or a thesaurus to check the spelling of uncommon or more ambitious vocabulary.
		Handwriting	Handwriting	Handwriting
		- form 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.	- use the diagonal and horizontal strokes needed to join some letters. - write legibly.	- maintain legibility in joined handwriting when writing at speed.

By the end of Y6, children can: (taken from teacher assessment framework)	**Writing for a purpose** - write for a range of purposes. - describe settings and characters in narratives. - use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narrative writing.	**Writing for a purpose** - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). - describe settings, characters and atmosphere in narratives. - integrate dialogue in narratives to convey character and advance the action. - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	**Writing for a purpose** - write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). - distinguish between the language of speech and writing and choose the appropriate register. - exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Grammatical features: punctuation - use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	**Grammatical features: punctuation** - use the range of punctuation taught at KS2 correctly (e.g. inverted commas to indicate direct speech, brackets, dashes or commas to indicate parenthesis, semi-colons, bullet points).	**Grammatical features: punctuation** - use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
	Grammatical features: word level	**Grammatical features: word level** - use verb tenses consistently and correctly throughout their writing.	**Grammatical features: word level**
	Grammatical features: sentence and text level - use paragraphs to organise ideas	**Grammatical features: sentence and text level** - use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).	**Grammatical features: sentence level**
	Spelling - spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list.	**Spelling** - spell correctly most words from the year 5/year 6 spelling list. - use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	**Spelling** -
	Handwriting - write legibly.	**Handwriting** - maintain legibility in joined handwriting when writing at speed.	**Handwriting** -