

# English Writing curriculum

	EYFS					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme link	<i>Marvellous Me</i>	<i>Terrific Twickenham</i>	<i>My Place in Space</i>	<i>In the Garden</i>	<i>Once Upon a Time</i>	<i>Animalia</i>
Texts and purpose	<p><b>Texts:</b></p> <p><i>Who are You?</i></p> <p><i>What I Like About Me.</i></p> <p><i>My Amazing Body</i></p> <p><i>My Five Senses</i></p> <p><i>Brush, Brush, Brush</i></p> <p><i>The Colour Monster</i></p> <p><i>The Power of Yet</i></p> <p><b>Writing focus:</b></p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then</p>	<p><b>Texts:</b></p> <p>Police Officers</p> <p><i>Maisy Goes Shopping</i></p> <p>Firefighters</p> <p><i>Maisy, Charlie and the Wobbly Tooth</i></p> <p><i>I Want To Be...A Doctor</i></p> <p>Dear Santa</p> <p>The Snowman</p> <p><b>Writing focus:</b></p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the</p>	<p><b>Texts:</b></p> <p>The Queen's Hat</p> <p><i>A Day with Musa</i></p> <p>Whatever Next</p> <p><b>Writing focus:</b></p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences</p>	<p><b>Texts:</b></p> <p>The Enormous Turnip</p> <p>Jasper's Beanstalk</p> <p>The Very Hungry Caterpillar</p> <p><b>Writing focus:</b></p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with</p>	<p>What is a Traditional Tale?</p> <p>How were they shared?</p> <p>Explore Traditional Tale settings and characters. Explore goodies vs baddies.</p> <p><b>Texts:</b></p> <p>The Billy Goat's Gruff</p> <p>Three Little Pigs</p> <p>Three Billy Goats Gruff</p> <p>Red Riding Hood</p> <p>The Little Red Hen</p>	<p><b>Texts:</b></p> <p>The Umbrella</p> <p>The Journey Home</p> <p>Walking Through the Jungle (poetry)</p> <p><b>Writing focus:</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>

	writing the sound with letter/s	sounds and then writing the sound with letter/s	using a capital letter and full stop	words with known sound-letter correspondences using a capital letter and full stop	<p>Goldilocks and the Three Bears.</p> <p>The Gingerbread Man</p> <p><b>Writing focus:</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	Write simple phrases and sentences that can be read by others
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Three and Four-Year-Olds

Reception

Early Learning Goals

<p><b>Phonics and Spelling Rules</b></p>	<p><i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with the letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</i></p>
<p><b>Letter Formation, Placement and Positioning</b></p>	<p><i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>Shows a preference for a dominant hand.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p> <p><i>Form lower case and capital letters correctly.</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p>
<p><b>Planning, Writing and Editing</b></p>	<p><i>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary.</i></p> <p><i>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p>

	<p><i>Write some letters accurately.</i></p> <p><i>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</i></p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</i></p> <p><i>Re-read what they have written to check it makes sense.</i></p> <p><i>Develop storylines in their pretend play.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p> <p><i>Invent, adapt and recount narratives and stories with peers and teachers.</i></p>
<b>Awareness of Audience, Purpose and Structure</b>	<p><i>Use a wider range of vocabulary.</i></p> <p><i>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</i></p> <p><i>Can start a conversation with an adult or a friend and continue it for many turns.</i></p> <p><i>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</i></p> <p><i>Learn new vocabulary.</i></p> <p><i>Use new vocabulary throughout the day.</i></p>

	<p><i>Describe events in some detail.</i></p> <p><i>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</i></p> <p><i>Develop social phrases.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>
<p><b>Sentence Construction and Tense</b></p>	<p><i>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</i></p> <p><i>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</i></p> <p><i>Use longer sentences of four to six words</i></p> <p><i>Use new vocabulary throughout the day.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</i></p>

**Use of  
Phrases and  
Clauses**

*Use longer sentences of four to six words.*

*Articulate their ideas and thoughts in well-formed sentences.*

*Connect one idea or action to another using a range of connectives.*

*Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.*

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts and purpose	<p><b>Text: Beegu (4-5 weeks)</b> An alien is lost in Twickenham! Understanding how characters are Feeling. Solving a Character's problem. Asking Questions. Character description - Lost poster.</p> <p><b>Non-fiction</b> Our school non fiction writing. - Captions, lists and labels. (1-2 weeks)</p>	<p><b>Poetry</b> <b>Who Lives Here?</b> By Jillian Marker (1-2 weeks) <a href="https://images.scholastic.co.uk/assets/a/47/56/cet-ifc-sip-9578.pdf">https://images.scholastic.co.uk/assets/a/47/56/cet-ifc-sip-9578.pdf</a></p> <p><b>Text: The three little pigs (4 weeks).</b></p> <p>Understanding how characters are feeling. Developing vocabulary and use of adjectives. Diary entry writing. Sequencing a story. Retelling a story.</p> <p><b>Text: The true story of the Three Little Pigs by Jon Scieszka (2 weeks)</b></p> <ul style="list-style-type: none"> <li>letter writing from the Big Bad Wolf.</li> </ul>	<p><b>Text: Where's my teddy? (5 weeks)</b></p> <p>Description writing. Invitation writing. Instruction writing.</p>	<p><b>Text: Halibut Jackson (6 weeks)</b></p> <p>Descriptive writing. Letter writing. Retelling a story.</p>	<p><b>Text: The Wide Wide Sea by Anna Wilson</b></p> <p><b>Poetry (2 weeks)</b> Writing a senses poem based on the seaside.</p> <p><b>Description of seadside using senses (1 week)</b></p> <p><b>Text: The Big Book of the Blue (NF book) (3-4 weeks)</b></p> <p>Fact language to inform. Fact file about the oceans and sea creatures.</p>	<p><b>Text: The Boy with Flowers in his Hair. (6 weeks)</b></p> <p>Description writing. Diary entry. Instruction writing. Retelling a story.</p>

<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>✓ Sit at a table properly and hold my pencil correctly.</li> <li>✓ Form lower case letters correctly, starting and finishing in the right place:</li> <li>✓ a b c d e f g h i j k l m n o p q r s t u v w x y z</li> <li>✓ All letters sit on the line.</li> <li>✓ Tall letters (ascenders) touch the line above.</li> <li>✓ Use short letters.</li> <li>✓ Form uppercase letters correctly, starting and finishing in the right place:</li> <li>✓ A B C D E F G H I J K L M N O P Q R S T U W X Y Z</li> <li>✓ Use finger spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>✓ My letters are close together when I write a word (snuggle my letters).</li> <li>✓ I fill the line with my writing.</li> <li>✓ Begin to form letters using precursive. Letters taught in line with handwriting scheme and in conjunction with letter families.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fill the line with writing and start a new line when there is not enough space to write the complete word.</li> <li>✓ Begin to form letters using precursive. Letters taught in line with handwriting scheme and in conjunction with letter families.</li> </ul>
<p><b>Planning, composition and editing</b></p>	<ul style="list-style-type: none"> <li>✓ Think, say and remember a sentence that starts with a time adverbial.</li> <li>✓ (First, Next, Then, After that, Finally).</li> <li>✓ Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).</li> <li>✓ Think, say and remember a sentence that starts with a time adverbial or an opener.</li> <li>✓ Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.</li> <li>✓ Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).</li> <li>✓ Correct any missing capital letters at the start of a sentence and for names of people.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What)</li> <li>✓ Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation mark.</li> <li>✓ Correct any misspelt Year 1 Common Exception Words.</li> <li>✓ Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use vocabulary and grammar from books that have been exposed to me to inspire my writing.</li> <li>✓ Check use of punctuation at the end of a sentence.</li> <li>✓ Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.</li> <li>✓ Addition of adjective to improve a sentence.</li> </ul>

<p><b>Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>✓ Write a sentence starting with a time adverbial and ending with a full stop.</li> <li>✓ Write a sentence starting with an opener and ending with a full stop.</li> <li>✓ Time adverbial / opener always starts with a capital letter.</li> <li>✓ Use a capital letter for names of people.</li> <li>✓ Use adjectives to describe a noun (size and colour).</li> <li>✓ Use the conjunction 'and' to join two words. (The tree was tall and green).</li> <li>✓ Write in the past tense.</li> <li>✓ Write in the present tense.</li> <li>✓ Use the personal pronoun 'I' (when writing a personal recount).</li> <li>✓ Write in the first person, (I, My, We, They, me).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).</li> <li>✓ Use adjectives to describe thoughts and feelings.</li> <li>✓ Use a wider variety of openers (Once upon a time...).</li> <li>✓ Increase use of a variety of time adverbials (Later, Soon, At last....).</li> <li>✓ Use a question mark to demarcate a question sentence starting with Will and What.</li> <li>✓ Use 'and' to join words and to join clauses in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use new sentence openers.</li> <li>✓ Focus on using the question words - Where and Who - to begin a question sentence.</li> <li>✓ Use a capital letter for names of places and the days of the week.</li> <li>✓ Know and use prefixes un-</li> <li>✓ Know and use suffixes- er, -ed, -ing and -est for adjectives and verbs.</li> </ul>
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	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts and purpose</b>	<p><b>Text: Walk in London</b> by Salvatore Rubbino (3 weeks) Description writing. Researching information. Fact writing.</p> <p><b>Text: Kids' Travel Guide - London: The fun way to discover London</b> Tour Guide book making (3 weeks)</p>	<p><b>Text: The Baobab tree (African Folktale)</b> (4 weeks) Developing descriptive language. Retelling</p> <p><b>Poetry (2 weeks)</b> Focus: rhyming couplets</p> <p><b>Text: If I were the world</b> by Mark Sperring and Natelle Quek</p>	<p><b>Text: Where the Wild Things Are</b> by Maurice Sendak (3-4 weeks) Building story writing skills. Description writing. Creating settings. and characters. Problem solving</p> <p><b>Writing an adventure story</b> (2 weeks)</p>	<p><b>Text: The Storm Whale</b>(2 weeks) Recounts: Diary entries Letter writing</p> <p><b>Text: Dear Greenpeace</b> (2 weeks) Instructions on how to look after a whale.</p>	<p><b>Text: The Great Fire of London</b> by Emma Adams (4-5 weeks): Recounts: diary entries Newspaper report Writing an information text about The Great Fire of London.</p>	<p><b>Text: Our Tower</b> by Joseph Coelho (3-4 weeks) setting descriptions.</p> <p><b>Poetry (2 weeks)</b> Focus: rhyming, similes and quatrains (AABB) <b>Text: Out and About</b> poems by Shirley Hughes</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ Lower case letters are the same height.</li> <li>✓ Leave equal spaces between words.</li> <li>✓ Continue to use diagonal strokes to form letters in precursive. Letters taught in line with handwriting scheme and in conjunction with letter families.</li> <li>✓ Start using some of the horizontal strokes to join letters.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Start using some of the horizontal strokes to join letters.</li> <li>✓ Ensure letters are the correct sizing and joined correctly.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Start to join handwriting.</li> </ul>	

<p><b>Planning, composition and editing</b></p>	<ul style="list-style-type: none"> <li>✓ Discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.</li> <li>✓ Planning / saying out loud what they are going to write about.</li> <li>✓ Encapsulating what they want to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write down ideas and key words.</li> <li>✓ Write narratives about personal experiences and those of others (real and fictional) own story.</li> <li>✓ Write about real events.</li> <li>✓ Write poetry.</li> <li>✓ Note key ideas / new words / subject specific vocabulary.</li> <li>✓ Make simple corrections to my writing (spelling, punctuation marks and missing words / correct tense).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make simple additions to own writing.</li> <li>✓ Make simple revisions to own writing.</li> </ul>
<p><b>Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>✓ Use a wider range of time adverbs at the start of my sentences.</li> <li>✓ Use a wider range of openers at the start of my sentences.</li> <li>✓ Use when and if as openers/at the start of a sentence.</li> <li>✓ Use a wider range of question openers and end with a question mark.</li> <li>✓ Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.</li> <li>✓ Use commas in a list (to list nouns in a sentence).</li> <li>✓ Use simple expanded noun phrases (noun phrase) using one or more adjectives.</li> <li>✓ Compose a main clause and then extend using coordination or subordination.</li> <li>✓ Use the conjunctions 'because', 'but' and 'and' in fiction writing.</li> <li>✓ Use commas in a list (to list adjectives in a sentence).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise and write a command sentence with an imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.</li> <li>✓ Use the conjunctions 'because', 'but', 'so', 'or' and 'and' in fiction writing.</li> <li>✓ Use an apostrophe to show contraction in my written work.</li> <li>✓ Use an apostrophe to show singular possession.</li> <li>✓ Use a question in non-fiction writing.</li> <li>✓ Add the suffix -ly to change a word from an adjective to an adverb.</li> <li>✓ Use the present and past tense correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a comma to separate adjectives when describing a noun.</li> <li>✓ To use effective word choices and create a list of adjectives to describe a noun.</li> <li>✓ Recognise and write an exclamative sentence using What or How.</li> <li>✓ Use an expanded noun phrase (noun phrase) using one or more adjectives.</li> <li>✓ Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.</li> <li>✓ Write in the progressive present tense.</li> <li>✓ Write in the progressive past tense.</li> </ul>

	✓ Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.		
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Year 3																		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
Texts and purpose	<p><b>Text: The Journey by Aaron Becker.</b> Setting description skills. Retelling.</p> <p><b>Poetry (2 weeks)</b> Focus: rhyming, similes and quatrains (ABAB) <b>Text: If I had a little dream by Nina Laden</b></p>	<p><b>Non-chronological report about dinosaurs (3 weeks)</b></p> <p><b>Mary Anning</b> <b>Text: Stone Girl, Bone Girl (3 weeks)</b> Recounts Biography about Mary Anning</p>	<p><b>Text: Ferdinand (5-6 weeks)</b></p> <p>Character descriptions Exploring fables Retelling the story of Ferdinand Narrative type: Rags to riches tale (Pie Corbett)</p> <table border="1" style="font-size: small;"> <tr> <td><b>Rags to Riches Tale:</b></td> <td><b>Generic Structure:</b></td> </tr> <tr> <td>Opening</td> <td>Introduce the MC</td> </tr> <tr> <td>Build up</td> <td>MC is sad/lonely/treated badly</td> </tr> <tr> <td>Problem</td> <td>MC has to face difficulties because of their situation</td> </tr> <tr> <td>Resolution</td> <td>MC overcomes difficulties/ is helped to overcome the difficulties</td> </tr> <tr> <td>Ending</td> <td>MC achieves happiness /wealth/recognition</td> </tr> </table> <p>Writing our own fable based on Ferdinand.</p>	<b>Rags to Riches Tale:</b>	<b>Generic Structure:</b>	Opening	Introduce the MC	Build up	MC is sad/lonely/treated badly	Problem	MC has to face difficulties because of their situation	Resolution	MC overcomes difficulties/ is helped to overcome the difficulties	Ending	MC achieves happiness /wealth/recognition	<p><b>Stones and Bones by Rob Willshaw (3 weeks)</b> Non-fiction writing - Writing a survival guide.</p> <p><b>Persuasive letter (2 weeks)</b> Persuasive letter to Lego convincing them to create a lego set based on stone age.</p>	<p><b>Text: The King Who banned the dark (4 weeks)</b> Debating and Persuasive writing.</p> <p><b>Poetry (2 weeks)</b> <b>Poem: Chocolate - Michael Rosen.</b> Focus: metaphors and <b>emotive narrative poetry.</b> Writing persuasive poem for food we dislike or love.</p>	<p><b>Text: Cinderella of the Nile ( 4 weeks)</b> News report diary entry character description</p> <p><b>Instructions on how to mummify a tomato (2 weeks)</b></p>
<b>Rags to Riches Tale:</b>	<b>Generic Structure:</b>																	
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Ending	MC achieves happiness /wealth/recognition																	

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ Use the diagonally and horizontal strokes that are needed to join letters.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Ascenders and descenders do not interfere with writing on the line above and below</li> </ul>		<ul style="list-style-type: none"> <li>✓ My handwriting style is consistent throughout my work.</li> </ul>	
<b>Planning, composition and editing</b>	<ul style="list-style-type: none"> <li>✓ Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.</li> <li>✓ Use the class story map to share sentences that may be included in my story.</li> <li>✓ Make corrections, revisions and additions.</li> <li>✓ Read aloud writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Use a class story map (with pictures) to plan the order of my story.</li> <li>✓ Use my own story map (with pictures) to plan the order of my story.</li> <li>✓ Use my own story map (with pictures) to rehearse all the writing skills that need to be included</li> <li>✓ Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.</li> <li>✓</li> </ul>		<ul style="list-style-type: none"> <li>✓ Referring to the story map, start a new paragraph when the setting, action or time change in narrative writing.</li> <li>✓ Retrieve information from a non-fiction text and note down ideas under given subheadings.</li> <li>✓ Up-level word choices.</li> <li>✓ Make appropriate additions to the writing.</li> </ul>	
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>✓ Understanding what a noun, adjective, verb, adverb means.</li> <li>✓ Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.</li> <li>✓ Build on expanded noun phrases using other features such as preposition and fronted adverbials to enrich sentences.</li> <li>✓ Use a comma to separate adjectives when describing a noun.</li> <li>✓ Use similes to add description to my writing.</li> <li>✓ Use powerful verbs to make my writing more interesting.</li> <li>✓ Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Use fronted adverbials as sentence openers: How (Manner), When (Time) and Where (Place).</li> <li>✓ Use short sentences to make key points.</li> <li>✓ Change the place of the adverb in the sentence.</li> <li>✓ Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.</li> <li>✓ Use inverted commas at the start and end of speech..</li> <li>✓ Put the reporting clauses at the end of speech.</li> <li>✓ Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Use a colon before a list in instructional writing (what you need:).</li> <li>✓ Use two -ly adverbs in a sentence.</li> <li>✓ Use adverbs to show when something happened (Time).</li> <li>✓ Use adverbs to show where something happened (Place).</li> <li>✓ Use adverbs to show cause.</li> <li>✓ Begin to use a comma after the opener (fronted adverbial).</li> <li>✓ Use conjunctions to show when something happened (Time).</li> <li>✓ Use conjunctions to show cause.</li> <li>✓ Use conjunctions for place.</li> <li>✓ Use prepositions to express time.</li> <li>✓ Use prepositions to show cause.</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Use adverbs of manner as openers (fronted adverbials).</li> <li>✓ Write multi-clause sentences by including co-ordinating conjunctions (or, and, but, so, yet).</li> <li>✓ Use a comma before some co-ordinating conjunctions (or, but, so).</li> <li>✓ Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence.</li> <li>✓ Use prepositions to express place.</li> <li>✓ Use a question in a non-fiction introduction.</li> <li>✓ Use tense accurately most of the time.</li> <li>✓ Use verb tenses correctly most of the time.</li> <li>✓ Use of a comma to list expanded noun phrases.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.</li> <li>✓ Use ellipses to build suspense.</li> <li>✓ Use a subheading to guide the reader.</li> <li>✓ Start a new paragraph to show a change in time in narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use the Present Perfect Tense.</li> </ul> <p>Organise similar ideas into paragraphs in non-fiction writing.</p>
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts and purpose	<p><b>Text: The Girl Who Talked to Trees (4 weeks)</b> Description writing Chapter in perspective of a tree.</p>	<p><b>Non-fiction writing: Tour guide of Spain (3 wks)</b> Text: Kids' Travel Guide - Spain: The fun way to discover Peritext Text: A Ticket Around the World</p>	<p><b>Text: Empire's End - A Roman Story by Leila Rasheed (3 weeks)</b> Letter writing Diary entries</p> <p><b>Poetry (2 weeks)</b> Focus: Monologue poem - one voice</p>	<p><b>Text: The Firework Maker's Daughter by Philip Pullman (3 weeks)</b> Description writing.</p> <p><b>Persuasive voiceover in the style of David Attenborough</b></p>	<p><b>Beowulf (4 weeks)</b> To create a mythical character To write my own hero myth using suspense as a technique Narrative type: Conquering the Monster tale (Pie Corbett)</p>	<p><b>Instruction writing (1 week)</b> How to raid an Anglo-Saxon Settlement</p> <p><b>The House with Chicken Legs by Sophie Anderson (4-5 weeks)</b> Descriptions</p>

	<b>Poetry ( 2 weeks)</b> Creating a Class Poetry book <b>Focus: Haikus and Tankas</b>	by Natalia Diaz (Author), Melissa Owens  <b>Formal letter about bull fighting ( 2 weeks)</b>	<b>Poem: The Button Jar</b>	<b>about the River Thames (2 weeks)</b>	<table border="1" data-bbox="1574 97 1825 196"> <tr> <td>Conquering the Monster Tale:</td> <td>Generic Structure:</td> </tr> <tr> <td>Opening</td> <td>Introduce the MC(s) all is well</td> </tr> <tr> <td>Build up</td> <td>A monster appears and causes problems.</td> </tr> <tr> <td>Problem</td> <td>The monster is difficult to defeat</td> </tr> <tr> <td>Resolution</td> <td>MC(s) defeat the monster</td> </tr> <tr> <td>Ending</td> <td>All is well again (MC(s) gets a reward)</td> </tr> </table> <b>Non-chronological report based on Anglo-Saxons (2 weeks)</b>	Conquering the Monster Tale:	Generic Structure:	Opening	Introduce the MC(s) all is well	Build up	A monster appears and causes problems.	Problem	The monster is difficult to defeat	Resolution	MC(s) defeat the monster	Ending	All is well again (MC(s) gets a reward)	<b>Recounts:</b> Diary entry newspaper report
Conquering the Monster Tale:	Generic Structure:																	
Opening	Introduce the MC(s) all is well																	
Build up	A monster appears and causes problems.																	
Problem	The monster is difficult to defeat																	
Resolution	MC(s) defeat the monster																	
Ending	All is well again (MC(s) gets a reward)																	
<b>Handwriting</b>	✓ Understand which letters, when adjacent to one another, are best left unjoined.	✓ Use a consistent and efficient style of handwriting.		✓ Use a fluent, consistent style and write at speed.														
<b>Planning, composition and editing</b>	✓ Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. ✓ Use individual story map / plan to plan the order of a story. ✓ Plan the order of the writing, begin to understand the importance of cohesion and make notes under appropriate sections. ✓ Decide appropriate paragraph breaks for work.	✓ Retrieve information in note form from a non-fiction text and begin to group similar information using appropriate subheadings.		✓ Correct, edit and improve writing. ✓ Propose grammatical changes to improve writing.														
<b>Grammar and Punctuation</b>	✓ Use expanded noun phrases with modifiers. ✓ Choose the most appropriate nouns and pronouns. ✓ Choose the most appropriate verbs to accurately describe to the reader what is being described. ✓ Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during,	✓ Use a simile as a sentence opener. ✓ Use show don't tell to describe how a character is feeling. ✓ Use single-clause sentences for dramatic effect and know when to expand using conjunctions to create multi-clause sentences. ✓ Use more interesting metaphors to describe things in my writing. ✓ Use adverbs to show cause.		✓ Short sentences to move events on quickly in a story. ✓ Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). ✓ Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence. ✓ Add a new line whenever a new person starts speaking.														

	<p>since) at the start and in the middle of a sentence.</p> <ul style="list-style-type: none"> <li>✓ Use the acronym FANBOYS to help me remember coordinating conjunctions</li> <li>✓ (All of Year 3 + for, nor).</li> <li>✓ Use prepositions as fronted adverbials and include an adjective to give the reader more information.</li> <li>✓ Write a multi-clause question sentence to emphasis my point in both fiction and non-fiction writing.</li> <li>✓ Use an apostrophe for plural possession with regular plurals.</li> <li>✓ Know the difference between the plural and possessive 's'.</li> <li>✓ Use a comma after a fronted adverbial.</li> <li>✓ Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Expand some sentences using subordinate clauses to give more detail about an event, and also leave some short for effect in narrative writing.</li> <li>✓ Explain how to use Present Perfect Tense and use irregular verbs.</li> <li>✓ Begin to use personification to describe things in my writing.</li> <li>✓ Use ambitious adjectives to enhance the nouns in the writing.</li> <li>✓ Use expanded noun phrases with modifiers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).</li> <li>✓ Include multi-clause sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.</li> <li>✓ Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.</li> </ul>
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	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts and purpose	<p><b>Text: Wonder by R. J. Palacio (4 weeks)</b> Character developing skills through</p>	<p><b>Text: Hidden Figures by Margot Lee Shetterley (2 weeks)</b> Recounts:</p>	<p><b>Text: Who Let the God's Out by Maz Evans (3 weeks)</b> Setting Description Retelling in 3rd person narrative.</p>	<p><b>Non-Chronological Report (2 weeks)</b> Based on Henry VIII</p>	<p><b>Kensuke's Kingdom by Michael Morpurgo (4 Weeks)</b> -Description writing</p>	<p><b>Natural Disaster Report writing (5 weeks)</b></p>

	<p>descriptions and recount writing (e.g. diary entry)</p> <p><b>Persuasive Script about our school (3 weeks)</b> (use of ipads).</p>	<p>Summary Biography writing.</p> <p><b>Curiosity: the story of mars Rover by Marcus Motum (2 weeks)</b> Explanation Text for a science publication.</p> <p><b>Sci-fi setting descriptions (2 weeks)</b></p>	<p><b>Creating a Comic Strip based on a Greek God (2 week)</b></p>	<p><b>Treason by Berlie Doherty (3 weeks)</b> Writing a fiction adventure</p>	<p>Diary entries -Write an alternative ending -Newspaper article.</p> <p><b>Poetry Unit (2 weeks)</b> Focus: personification and metaphors.</p>	<p>Instructional writing/Persuasive writing - how to stay safe in extreme weather (poster or leaflet)</p> <p><b>Poetry Unit (2 weeks)</b> Focus: Quintain</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ Adapt handwriting style according to the purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose the writing implement that best suits the task.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maintain legibility in joined handwriting when writing at speed.</li> </ul>			
<b>Planning, composition and editing</b>	<ul style="list-style-type: none"> <li>✓ Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.</li> <li>✓ Plan writing (noting and developing initial ideas, drawing on reading and research and consider how authors have developed characters and settings) using a given model.</li> <li>✓ Plan writing identifying when tense changes are needed.</li> <li>✓ Evaluate and edit ensuring the consistent and correct use of tense.</li> <li>✓ Plan writing for an identified audience and purpose, selecting the appropriate form, and use other similar writing as models.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the importance of cohesion in my writing in non-fiction writing.</li> <li>✓ In non-fiction use a given model to make notes and plan writing.</li> <li>✓ Understand the importance of cohesion in non-fiction writing and plan effectively.</li> <li>✓ Plan which linking adverbials will be used at the start of paragraphs to make it clear how ideas fit together.</li> <li>✓ The final sentence in non-fiction writing gives cohesion by referring to the text.</li> <li>✓ Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use informal or formal language appropriate to the task that has been given.</li> <li>✓ Draft and write by using a wide range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).</li> <li>✓ Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</li> <li>✓ Evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so the meaning is clear.</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan work to use specific, precise and varied vocabulary for the subject.</li> <li>✓ Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and use purple pen to improve vocabulary to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>
<p><b>Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>✓ Insert whole sentences to describe setting and characters.</li> <li>✓ Use show don't tell to build suspense and convey a character's emotions.</li> <li>✓ Understand the importance of cohesion in my writing in fiction writing. Use place, time or manner adverbials to ensure cohesion in and across paragraphs.</li> <li>✓ Use Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing.</li> <li>✓ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>✓ Understand and identify the main clause &amp; subordinate clause.</li> <li>✓ Include multi-clause sentences, which start with a subordinating conjunction followed by a comma.</li> <li>✓ Link sentences and paragraphs using coordinating and subordinating conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Insert whole sentences to describe setting and characters.</li> <li>✓ Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</li> <li>✓ In narratives, describing settings, characters, atmosphere and integrating dialogue to advance the action.</li> <li>✓ Use a colon to introduce a list within a sentence.</li> <li>✓ Punctuate bullet points consistently in non-fiction.</li> <li>✓ Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.</li> <li>✓ Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</li> <li>✓ Use modal verbs and adverbs to show the possibility of something happening.</li> <li>✓ Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</li> <li>✓ Use short sentences to build suspense.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use metaphors and personification.</li> <li>✓ Use Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing.</li> <li>✓ Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</li> <li>✓ Use short sentences to build suspense.</li> <li>✓ Use brackets and dashes to add parenthesis.</li> <li>✓ Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.</li> <li>✓ Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.</li> <li>✓ Know the difference between direct speech and reported speech.</li> <li>✓ Use the Past Perfect Form to mark relationship of time and cause.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use fronted adverbials for degree and frequency followed by a comma.</li> <li>✓ Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.</li> <li>✓ Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use rich description for interest (metaphors, personification, onomatopoeia).</li> <li>✓ Use a metaphor as an opener.</li> <li>✓ Use an embedded relative clause, marked with commas for parenthesis.</li> <li>✓ Use a rhetorical question to make the reader think.</li> <li>✓ Use the Past Perfect Form to mark relationship of time and cause.</li> <li>✓ Know the difference between direct speech and reported speech.</li> </ul>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																						
<b>Texts and purpose</b>	<p><b>Text: Letters from a Lighthouse by Emma Carroll</b></p> <p><b>Description writing skills (3 weeks)</b> Missing person report Setting description</p> <p><b>Narrative: Writing a chapter (3 weeks)</b> narrative type: (Pie Corbett)</p> <table border="1"> <tr> <td><b>Warning Tale:</b></td> <td><b>Generic Structure:</b></td> </tr> <tr> <td>Opening</td> <td>MC(s) are warned not to do something</td> </tr> <tr> <td>Build up</td> <td>MC(s) do what they have been warned against</td> </tr> <tr> <td>Problem</td> <td>Something goes wrong and the MC(s) are in trouble</td> </tr> <tr> <td>Resolution</td> <td>MC(s) are eventually rescued</td> </tr> <tr> <td>Ending</td> <td>MC(s) are told off/punished for not listening to the warning.</td> </tr> </table> <p><b>Recount writing skills (4 weeks):</b> Diary entry Newspaper Report</p> <p><b>Biography writing - Anne Frank (2 weeks)</b></p>	<b>Warning Tale:</b>	<b>Generic Structure:</b>	Opening	MC(s) are warned not to do something	Build up	MC(s) do what they have been warned against	Problem	Something goes wrong and the MC(s) are in trouble	Resolution	MC(s) are eventually rescued	Ending	MC(s) are told off/punished for not listening to the warning.	<p><b>The Promise by Nicola Davies (4 weeks)</b> Persuasive letter to future generations (audience and purpose: creating a time capsule). Debating skills. Balanced argument.</p> <p><b>Informational Report on biomes in our area (2 weeks)</b></p> <p><b>Greta Thunderberg (5 weeks)</b> <b>Text: Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet by Valentina Camerini</b> Persuasive writing. Writing an inspirational speech</p>	<p><b>Text: Journey to the Last River (4 weeks)</b></p> <p><b>Description writing skills.</b> <b>Use of language</b></p> <p><b>Suspense narrative set in the Amazon</b> Narrative type: tale of fear (Pie Corbett)</p> <table border="1"> <tr> <td><b>Tale of Fear:</b></td> <td><b>Generic Structure:</b></td> </tr> <tr> <td>Opening</td> <td>MC is afraid of something and is worried about it gets teased about it</td> </tr> <tr> <td>Build up</td> <td>MC starts to do something</td> </tr> <tr> <td>Problem</td> <td>What MC fears actually happens</td> </tr> <tr> <td>Resolution</td> <td>MC overcomes the fear</td> </tr> <tr> <td>Ending</td> <td>MC has conquered the fear/reflects back to the future</td> </tr> </table>	<b>Tale of Fear:</b>	<b>Generic Structure:</b>	Opening	MC is afraid of something and is worried about it gets teased about it	Build up	MC starts to do something	Problem	What MC fears actually happens	Resolution	MC overcomes the fear	Ending	MC has conquered the fear/reflects back to the future	<p><b>Autobiography - Memories of school</b></p> <p><b>Writing End of Year Assembly</b></p> <p><b>Play practise</b></p>
<b>Warning Tale:</b>	<b>Generic Structure:</b>																											
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<b>Handwriting</b>	<p>✓ <b>Maintain legibility and consistency in joined handwriting when writing at speed.</b></p>	<p>✓ <b>Maintain legibility and consistency in joined handwriting when writing at speed.</b></p>	<p>✓ <b>Maintain legibility and consistency in joined handwriting when writing at speed.</b></p>																									
<b>Planning, composition and editing</b>	<p>✓ <b>Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.</b></p> <p>✓ <b>Identify the audience and plan for a range of purposes, selecting the appropriate language (using technical terms and synonyms effectively).</b></p>	<p>✓ <b>Draft and write by using selecting an appropriate range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).</b></p>	<p>✓ <b>Break the rules to add flair to my writing using one-word sentences / fragments.</b></p> <p>✓ <b>Précising longer passages extracting the key information.</b></p> <p>✓ <b>Identify the audience and write for a range of purposes, selecting the appropriate form.</b></p>																									

	<ul style="list-style-type: none"> <li>✓ Describe settings and characters based on what has been read, listened to or seen performed.</li> <li>✓ <b>Identify whether the writing is informal or formal and plan appropriate format and language. Identify the audience and write for a range of purposes, selecting the appropriate form.</b></li> <li>✓ <b>Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.</b></li> <li>✓ <b>Use a thesaurus to effectively select better vocabulary; use a dictionary to reverse check that the word fits the context.</b></li> <li>✓ Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Deliberately select and improve vocabulary for effect, formality, and precision.</li> <li>✓ Proof-read and edit work for vocabulary, grammar, spelling and punctuation errors. Evaluate it for effect and meaning.</li> <li>✓ Perform own compositions, using appropriate intonation, volume, and movement.</li> <li>✓ <b>Identify whether the writing is informal or formal and plan appropriate format and language. Identify the audience and write for a range of purposes, selecting the appropriate form.</b></li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose words to make writing more engaging, powerful and to have greater effect on the audience.</li> <li>✓ Make deliberate choices about the order of clauses within my sentences.</li> </ul>
<p><b>Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>✓ In narratives, describe settings, characters and atmosphere.</li> <li>✓ Inverted commas and other punctuation to indicate direct speech.</li> <li>✓ Integrate dialogue to convey character and advance the action.</li> <li>✓ Use a range of figurative language (metaphors, onomatopoeia, personification).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results.</li> <li>✓ Use linking adverbs to show opposition or a counter argument.</li> <li>✓ Use colons to introduce a list and punctuate bullet points consistently.</li> <li>✓ Use sentences with lists to give a number of pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.</li> <li>✓ Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</li> </ul>

- ✓ Use adverbials to introduce an argument (Firstly).
- ✓ Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.
- ✓ Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.
- ✓ Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.
- ✓ Use simple sentences to build tension.
- ✓ Use hyphens and ellipses.
- ✓ Use extended reporting clauses in speech to show character's thoughts, actions, or feelings.
- ✓ Use senses to "show not tell" settings, characters' feelings, and thoughts.
- ✓ Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.
- ✓ Use quotes for effective purpose in newspaper reports - to add authenticity and make them more memorable.
- ✓ Integrate dialogue in narratives to convey character and advance the action.
- ✓ Distinguish between the language of speech and writing and choose the appropriate register.
- ✓ Use adverbials to move time in a narrative (Later on, Meanwhile).

- succinctly (e.g. component parts, features of locations...).
- ✓ Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created.
- ✓ Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,).
- ✓ Use adverbials to form links between arguments and develop arguments; to signal an illustration of a proceeding point.
- ✓ Use adverbials in different places in a sentence (On one hand... whereas/yet/however...).
- ✓ Use the passive voice to make the object more important in the sentence than the subject.
- ✓ Consistently use the correct subject and verb when using singular and plural.
- ✓ Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).
- ✓

	<ul style="list-style-type: none"><li>✓ Use adverbials to move place on in a narrative (Over in Blackwell Heath,).</li><li>✓ Use the passive voice to make the object more important in the sentence than the subject.</li><li>✓ Distinguish between the language of speech and writing and choose the appropriate register.</li><li>✓ Use the perfect form of verbs to mark relationships of time and cause.</li></ul>		
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- Pie corbett talk for writing actions: <https://www.talk4writing.com/wp-content/uploads/2018/12/Key-Connective-Actions.pdf>
- Pie Corbett narrative writing structures: [https://www.talk4writing.com/wp-content/uploads/2013/08/Adapted\\_Generic\\_Story\\_Plots\\_MR2.pdf](https://www.talk4writing.com/wp-content/uploads/2013/08/Adapted_Generic_Story_Plots_MR2.pdf)