



ENGLISH TEACHING HANDBOOK



ENGLISH AT LEIGH SAINT PETERS PRIMARY SCHOOL PRIMARY SCHOOL

INTENT

We want all children to develop a love of language for language sake. We aim to develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

We want our children to read fluently and with confidence in any subject by the time they are ready to move to secondary school. We want our children to love reading and to want to read for themselves.

We want our children to acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school.

We want our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

IMPLEMENTATION

We follow the National Curriculum 2014 to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation through our whole school English Spine where high-quality texts are used to deliver all aspects of the English Curriculum. Each book on the English Spine has been carefully chosen to match the National Curriculum reading and writing requirements for each year group as well as linking in to our wider curriculum, with history, geography, science and social themes specifically covered. This structure provides the children with a deeper understanding of texts. We think it is important for our children to value the importance of reading to develop and enhance writing and to see a clear purpose and context for writing.

Speaking & Listening

As soon as children enter St Peter's School, we place a great emphasis on developing their oracy skills. We have a firm belief that if children "can't speak it, they can't write it" therefore children are constantly encouraged to articulate their sentences before beginning to write them down. The focus on oracy continues as children progress through the school with Storytelling, Text Telling and Talk for Writing strategies used from YR to Y2 and further Talk for Writing strategies used in KS2.

Reading

We work on promoting a love of reading in all children and fostering a text rich environment where children understand how language works as well as develop the skills they need to be proficient readers and to interpret texts accurately. Around school, you will see displays which celebrate authors, inspiring reading corners and spaces and a well-stocked and vibrant Library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as termly incentives, sponsored reading events, World Book Day celebrations, along with National Book Day celebrations.

We follow Accelerated reading and Whole Class Reading approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme (Super Sonic Phonics Friends) across the school providing continuity and a tool for guaranteed progression.

We teach phonics in Reception from their first day in school. Children learn how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading but it also helps children learn to spell well. The children also practise reading (and spelling) 'tricky words', such as 'once', 'have', 'said' and 'where'. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they can read and this increases their confidence.

Up until the end of Year 2, children work in groups with children who are at the same reading/phonics level. This is so that the teaching can be focussed on their needs. We check children's reading skills regularly so that we can ensure they are in the right group. Children will move to a different group if they are making faster progress or may have one-to-one support if we think they need some extra help.

In Key Stage 2, the children undertake whole class reading sessions with the staff in their class. They have a wide selection of reading materials to choose from and projects linked to reading, with rewards systems for encouragement. We use the acronym **VIPERS** (Word meaning/choice, Infer/Interpret, Predict, Explain/Respond, Retrieve, summarise) within these lessons to explore all elements of the reading curriculum. At least once per week, children undertake a timed 'QFQ' (Quick-Fire Questions) task where they have to answer retrieve, interpret and word meaning/choice questions about a short text.

We believe that reading fluency holds the key to successful reading and the children are assessed each term on how many Words Per Minute (WPM) they can read. Children should be able to read approximately 90 WPM of an age appropriate text to be considered fluent readers.

For further information on teaching of reading and phonics, see additional appendices in school policies.

- How we teach phonics at LSPPS
- How we teach reading at LSPPS

Writing

Early writing is taught through early mark making, then when the children begin SSPF phonics, they are taught the correct letter formations. This begins with writing CVC words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.

From Y1-Y6, the English curriculum is taught by studying the high-quality text from the English Spine every half term, from which various writing opportunities are then derived. Each week, the children are taught to develop an understanding of how the text flows through reading comprehension, exploring key themes, events and plot of the texts being studied. From the text, children are taught the grammar elements of the NC, corresponding to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text (WAGOLL) before progressing to plan, write and edit a written piece which matches the purpose and audience. Children receive regular feedback from both teachers and their peers in the writing process.

We aim to provide our pupils with a 'language rich' environment and within our classrooms, we explore ambitious vocabulary in all lessons and use our Knowledge Organisers and working walls to acquire an understanding of new and unknown words as well as words in our Tier 2 and Tier 3 lists. We use the No Nonsense Spelling scheme for children in Y2-6 who no longer need SSPF phonics. Children are given Year group words to learn at school and at home in preparation for ongoing spelling tests.

We adopt a cross-curricular approach throughout the school to enable the skills that are learnt through the English curriculum to be applied in all other subject areas.

IMPACT

We measure the effectiveness and impact of our English curriculum in a variety of ways.

We use PIXL summative testing, Content Domain Assessment Tasks, WPM assessment and book band level checks each term to assess pupils' outcomes for reading which enables progress and attainment in reading and to be analysed and evaluated in order to identify the next steps of learning.

We formally assess an extended piece of writing each term, using a consistent format for assessment, which enables progress and attainment to be analysed and evaluated in order to identify the next steps of learning. Moderation of writing takes place in school and in a cluster meeting with other schools to ensure accurate judgements are being made.

The quality of reading and writing in English is evaluated by learning walks, drop-ins, 'pupil voice' discussions and book looks. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to SLT/ELT and address areas for development which is then shared with all staff.

Children at St Peter's Primary School enjoy reading regularly both for information and for enjoyment. They are able to discuss the books they have read with enthusiasm and recall of detail. They are able to apply the features of different writing genres and styles to their own work and are able to write for different audiences and purposes.

The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident writers. By the time they are in Upper Key Stage 2, most genres of writing are familiar to them and they are able to apply the skills independently.



PLANNING, TEACHING & ASSESSMENT PROCEDURES

PLANNING

All planning must be completed in line with the NC 2014 Programme of Study. Highlight Objectives on the LSPPS English Spine document when they have been covered.

- **Annual Planner – English Spine/Writing Purposes**
- The Annual Planner is mapped out according to the 4 Writing Purposes and the LSPPS English Spine.
- If Year Groups wish to change the order of units, they must consult with the English SL.

ASSESSMENT

- Data to be recorded.
 - Writing Teacher Assessment (TT)
 - Reading Test Scores (AR)
 - Reading Comprehension (PIXL)
 - SSPF Groups
 - Book Bands
 - Reading Fluency (WPM) (AR)
 - Reading and Spelling Age (AR)

WRITING

- Child's writing should be assessed by highlighting the Writing Target Tracker statements to show where evidence of skills is secure. This is generally when a skill has been accurately and independently used 3 times.
- Year Group Moderation for Writing takes place termly.
- Children should be given the chance to write an independent, sustained piece of writing.

READING

- Content Domain Assessments should be used to assess a child's reading skills.
- Evidence from independent and whole class reading sessions as well as written evidence from Reading Journals, cross-curricular reading opportunities, informal observations and the teacher's professional knowledge should be used to inform lesson planning and interventions.

WRITING UNIT SEQUENCE

HOOK

- Introduce the text for the unit from the English Spine.
- Teacher to explain that this text will be used throughout the unit to demonstrate examples of good writing.

PURPOSE

- Establish the purpose for the unit using the Writing Purpose Poster.
- Display the Writing Purpose Poster on the working wall and identify the audience.
- Children may also have a copy of this in their books.

ANALYSE

- Read and share examples of the text type.
- Set activities which lead children to read, analyse, discuss and annotate key features, content and style.

LEAD-UP LESSONS

- Weekly lessons to introduce, practise and develop key writing features of the writing purpose and elements of grammar in context.
- Teacher to use WAGOLLS to demonstrate good practice.

PLAN

- Children to use a planning format appropriate to the task and writing purpose. These are in the English Folder on the staff drive.
- Teacher to model the planning process using shared ideas from the class.

DRAFT

- Teacher to use the collaborative planning format to model how to write a WAGOLL.
- Children write their initial draft with access to year group Writing Mats.

CHECK

- Children should check their work during and after the drafting process using a range of strategies
- For example: dictionary, thesaurus, spelling lists, working walls, editing stations.

EDIT

- Editing should be evident in the child's book through a range of strategies.
- For example: use of orange pen, re-writing, editing strips.
- Adult input should be minimal at this stage and mainly of a 'guidance' nature.

RE-DRAFT /PUBLISH

- If the work is going on display, children will re-write the final edited version.
- The teacher will place a great emphasis on the children having pride in their work and the child's best cursive handwriting must be used.

WRITING LESSON SEQUENCE

FOCUS

- Establish the focus (objective) for the lesson.
- Display a definition or example of this on the board/working wall.

TEXT

- Share the class text. This may be a re-cap or new reading.
- Teacher to ask incidental comprehension questions taken from the content domain questions in order to further develop reading skills.

ANALYSE

- Identify and analyse how the author has used examples of the lesson objective writing feature within the class text.
- Display these on the working wall for future reference throughout the writing unit.

MODEL

- Teacher to write a WAGOLL to show the best use of the lesson objective writing feature.
- Teacher to use the year group Writing Mats to support writing.
- Teacher to review/edit as they write, showing changes in a different colour.

APPLY

- Children to be set tasks to enable independent application of the writing feature.
- Children to have access to year group Writing Mats.
- Differentiated tasks will be set where necessary and appropriate.

MARK

- Verbal feedback is used for quick fix.
- Teacher to identify any children who need further support with their learning (IPN).
- Incorrect age-appropriate spellings will be corrected (up to 3 maximum).

NEXT LESSON

- Teacher to set 'improvement' tasks for children to complete orally or in writing
- Children to check books for any errors that need correcting.
- Teacher to support children who were identified as needing further support.

WHOLE CLASS READING LESSON SEQUENCE

QFQ

- If a 'Quick Fire recap' task is being used it is the first part of the lesson.
- Use 3 questions: Retrieval ~ Inference ~ Word Meaning/Choice
- Set a time limit of up to 5 minutes to match 'test' timings.
- Take question stems from the year group 'Response to Reading' document.

VOCAB

- Look at new, unknown words that may come up in the reading.
- Explore the meaning of these words using context clues, prefixes, suffixes, synonyms, antonyms, dictionary, thesaurus, glossary etc.
- Use pictures/visuals to support understanding.

READ

- Display the book on the IWB or individual copies.
- Share the book through various strategies: adult read, child read, echo read, choral read, cloze read, paired read, silent timed read.
- Ask incidental questions during shared reading.

FOCUS

- Explore the reading skill focus for the lesson using **VIPERS**.
- Share examples of questions to practise this skill.
- Teacher model how to answer these types of question.
- Use APE structure to answer any questions requiring evidence/explanation.

APPLY

- Children to be set questions/tasks to enable independent application of the reading skill.
- Question stems/tasks to come from the year group AB model/Lit Shed +
- Differentiated tasks will be set where necessary and appropriate.

MARK

- Teacher to use the whole class feedback to assess the work completed and set whole group improvements to work on in the next lesson.
- Teacher to identify any children who need further support with their learning.
- Incorrect age-appropriate spellings will be corrected (up to 3 maximum).

NEXT LESSON

- Childrn to check books for any spellings that need correcting.
- Teacher to support children who were identified as needing further support.

KS2 READING LESSON SEQUENCE (TUES-THURS)

READ

- Reading should take no more than 10 minutes of the lesson.
- Teacher might read some of the text for speed or modelling purpose, but children should do the majority of the reading aloud.
- The text should always be read aloud.

ASSESS

- Teachers take this opportunity to listen to children reading aloud.
- Are they loud and clear? *Can Fred in the corner hear you?*
- Are they using phonic strategies? *Try that word again.*
- Are they self-correcting? *Did that make sense?*

RETRIEVAL QUIZ

- Simple retrieval questions - all presented at once.
- Teacher discretion on time given but ideally no more than 5 minutes.
- These questions should not require much looking back over the text.
- Self-mark and teacher to address misconceptions.

INDIVIDUAL THINKING

- One- or two-part questions that the children answer in their books.
- Questions will usually have a 'right' answer.
- Answered in silence and independently.
- 2 minutes answering time per question (max.)

PARTNER TALK

- Questions won't necessarily have a 'right' answer - discussion points.
- Expectation should be on children to give their answer and recall points.
- Teacher should circulate, listen and interject or stretch where necessary.
- Children do not necessarily always need to write anything down.

SCAFFOLD

- Thought out partnerships to make sure children get straight on with the task
- Answer stems ~ Scripting answers together ~ Direction to parts of the text
- Modelling speaking to a partner ~ Modelling scanning
- Probing questions ~ Asking for evidence

SOLO WORK

- Tasks should be in the style of those in the 'Reading Strategies' document.
- Task should be completed independently.
- Teacher could circulate, live mark and address misconceptions.
- Teacher/TA could work with a group based on assessments

SCAFFOLD

- Teacher circulate, live mark and address misconceptions ~ Intervention Group
- Explicit modelling of task ~ Give clues to get children started
- Minimising the task e.g. rank 3 words rather than 8
- Showing previous examples completed by children

- The acronym **VIPER** should be used, and displayed, in all classrooms to identify the key elements of reading skills, and link to the content domains:

V word meaning and choice

Infer and interpret

Predict

Explain and respond

Retrieve

Sequence and summarise

- Reading Lessons are a discrete lesson to demonstrate, model and use key objectives.
- ***Children should have opportunities to develop their reading skills through further English lessons and across the whole curriculum.***

INDIVIDUAL READING (N-Y2)

- Teachers must keep a class log to record when a child reads at school and should also record in the home-school reading record
- book when a child has read at school.
- In EYFS/KS1, children will read books within their SSPF
- Children on banded books should change their books weekly.
- Children should not be on the same book band for more than a term unless they are SEND.
- Children on Banded Books not within their age range should read to an adult every day.

SPELLING

- No nonsense spelling is followed throughout the school.
- This lesson will start with a session to revisit/review/revise, where the children have time to activate prior knowledge and revisit previous linked learning.
- The teacher will then introduce and model the new spelling rule/strategy, giving children time to investigate this.
- After this, children are given the opportunity to practise the rule/strategy using a multi-sensory approach.
- Finally, there is an independent application of the spelling rules throughout all writing opportunities.
- The most efficient way of teaching spelling rules is through a 'little and often' approach, therefore every opportunity will be made to refer to the weekly spelling rules/strategy for example, while lining up for lunchtime.
- Vocabulary Working Walls should be used to display the current spelling rule/strategy and encouraging children to add to this wall using post-it notes when they find words matching the rule within the class reading sessions and/or their independent reading.
- Teachers must correct spelling mistakes in a child's work if the mistakes are of spelling rules they should know. The child must then edit these words in orange pen correctly in their book. This is applicable in all lessons and all books, not just English.

HANDWRITING

- We use Letter join for Continuous Cursive Handwriting.
- This takes all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This in turn, will help to support their composition and spelling.
- If children are struggling with continuous cursive due to SEN difficulties such as dysgraphia or dyspraxia then they may be given an alternative provision. This would be decided after discussion with the SENCO.
- There are 5 steps to the handwriting teaching sequence:
 - Let's get ready to write
 - Forming letter families
 - Positioning and pre-cursive
 - Joining Letters
 - Increasing fluency, style and speed
- When children display fluent, speedy and legible handwriting using the correct letter formation and joins, they are eligible for a Pen Licence.



PROGRESSION OF SKILLS

LSPPS ENGLISH ANNUAL PLANNER

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Oral retelling ~ Puppet plays ~ Story boards ~ Mini Books ~ Story maps					
Y1	WRITING TO ENTERTAIN <i>Character Profile</i> <i>Story – Superhero</i>	WRITING TO ENTERTAIN <i>Character/Setting description</i> <i>Story – Familiar Setting</i>	WRITING TO INFORM <i>Instructions</i> <i>Recount – Diary Entry</i>	WRITING TO ENTERTAIN <i>Character/Setting description</i> <i>Story – Traditional Tale</i>	WRITING TO INFORM <i>Letter</i> <i>Postcards</i> <i>Recount – Diary Entry</i>	WRITING TO ENTERTAIN <i>Character/Setting description</i> <i>Story – Pirate Story</i>
		POETRY <i>Onomatopoeic Poems</i>		POETRY <i>Acrostic Poems</i>		POETRY <i>Pyramid Poems</i>
Y2	WRITING TO ENTERTAIN <i>Character/Setting description</i> <i>Story – Timeline/Journey</i>	WRITING TO ENTERTAIN <i>Story – Danger/Disaster</i> <i>Diary Entry</i>	WRITING TO INFORM <i>Listing Items</i> <i>Instructions</i>	WRITING TO ENTERTAIN <i>Postcards</i> <i>Story - Journey</i>	WRITING TO ENTERTAIN <i>Setting description</i> <i>Story – Meeting Tale</i>	WRITING TO INFORM <i>Non-chronological report</i> <i>Letter</i>
		POETRY <i>Alliterative Poems</i>		POETRY <i>Concrete Poems</i>		POETRY <i>Adjective Poems</i>
Y3	WRITING TO INFORM <i>Explanation</i>	WRITING TO ENTERTAIN <i>Character/Setting description</i> <i>Story – Cultural</i>	WRITING TO PERSUADE <i>Advertising Poster</i> <i>Attraction Leaflets</i>	WRITING TO ENTERTAIN <i>Diary Entry</i> <i>Story – Portal</i>	WRITING TO INFORM <i>Biography</i>	WRITING TO ENTERTAIN <i>Story - Suspense</i>
		POETRY <i>Diamante Poems</i>		POETRY <i>Simile / Word Play Poems</i>		POETRY <i>Haiku Poems</i>
Y4	WRITING TO INFORM <i>Letters – formal and informal</i>	WRITING TO ENTERTAIN <i>Story - Warning</i>	WRITING TO ENTERTAIN <i>Play script</i>	WRITING TO INFORM <i>News Report</i>	WRITING TO ENTERTAIN <i>Diary Entry</i> <i>Story – Historical Setting</i>	WRITING TO PERSUADE <i>Persuasive Letters</i>
	Recount	POETRY <i>Kenning Poems</i>		POETRY <i>Rhyming Couplet Poems</i>		POETRY <i>Tetractys/ Diamond Poems</i>
Y5	WRITING TO INFORM <i>Explanation</i>	WRITING TO ENTERTAIN <i>Story - Quest</i>	WRITING TO INFORM <i>Newspaper Report</i>	WRITING TO PERSUADE <i>Speech</i> <i>Formal Letters</i>	WRITING TO DISCUSS <i>Balanced Argument</i>	WRITING TO ENTERTAIN <i>Story – Fictional World</i>
		POETRY <i>Narrative Poems</i>		POETRY <i>Cinquain Poems</i>		POETRY <i>Free Verse Poems</i>
Y6	WRITING TO INFORM <i>Non-Chronological Report</i>	WRITING TO ENTERTAIN <i>Story – Overcoming Monster</i>	WRITING TO DISCUSS <i>Balanced Argument –</i> <i>Radio Interview</i>	WRITING TO ENTERTAIN <i>Diary Entry</i> <i>Story – Flashback</i>	WRITING TO INFORM <i>Autobiography</i> <i>Biography</i>	WRITING TO PERSUADE <i>Campaign</i> <i>Leaflets and Posters</i>
		POETRY <i>Personification Poems</i>		POETRY <i>War Poems</i>		POETRY <i>Narrative Poems</i>

LSPPS ENGLISH SPINE – EYFS

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
R	We are special (superheroes, people who help us, all about us)	Let's celebrate (Bonfire night, Diwali, Elmer, Christmas)	To infinity and beyond (Space)	<u>Dinosaurs</u>	5 a day (Farming, growing, healthy food and exercise)	Holidays (Journey's and travel, seaside, pirates)
A	Feelings-Jones & Libby Walden Kind-Various The huge bag of worries-Virginia Ironside The same but different too-Karl Newson & Kate Hindley Supertato-Sue Hendra Sulwe-Lupita Nyong & Vashti Harrison	We are family-Patricia Hegarty & Ryan Wheatcroft My hair-Hannah Lee & Allen Fatimaharan Red a crayon's story-Michael Hall Amazing-Steve Antony What do you do with an idea-Kobi Yamada & Mae Beson Let's celebrate the world-Kate DePalma & Martina Pelaso	Astro girl-Ken Wilson Max The darkest dark-Chris Hadfield & The Fan Brothers Toys in space-Mini Grey Aliens love underpants-Claire Freedman On the moon-Anna Milbourne Aliens love astronauts-Melinda Kinsman	Dinosaurs love underpants-Claire Freedman & Ben Cort Saturday night at the dinosaur stomp-Carol Diggery Shields Mad about dinosaurs-Giles Andraea & David Wojtowycz The dinosaur that pooped a lot-Tom Fletcher Harry and the dinosaurs go to school-Ian Whybrow Dinosaur roar- Paul & Henrietta Stickland.	Pumpkin soup-Helen Cooper Oliver's vegetables- Vivian French & Alison Bartlett Farmer duck-Martin Waddell & Helen Oxenbury Jubari jumps- Gaia Cornwall Six dinner Sid- Inga Moore The growing story-Ruth Krauss	Granddad's island-Benji Davies Katie Morag Island stories-Mairi Hedderwick Where the wild things are-Maurice Sendak Lost and found-Oliver Jeffers The pirate next door-Jonny Duddle Tree Britta Teckentrup
B	Humpty Dumpty Baa Baa Black Sheep 1,2,3,4,5, Once I caught a fish alive	Nativity songs When Santa got stuck up the chimney Jingle Bells	Twinkle Twinkle little star 1 little, 2 little, 3 little planets Star light, star bright	Dinosaurs! Roooaaaaar Dinosaur, Dinosaur My Little Dinosaur	Mary, Mary Quite Contrary Old McDonald had a farm Little Miss Muffet	The Wheels on the Bus Ten Little buses Row row your boat
			Water Everywhere (Polar, Winer and Under the Sea)	We Are Going on a Bear Hunt (Bear hunt, Gruffalo, Easter)	Once Upon A Time. (Fairy Tales)	All Creatures Great and Small (Dear Zoo, Mini-Beasts, Plants)
			The Snail and the Whale – Julia Donaldson Rainbow fish Marcus Pfister# Penguin – Polly Dunbar Cuddly Dudley – Jez Alborough Somebody Swallowed Stanley – Sarah Roberts Commotion in the ocean – Giles Andraea Row, Row, Row Your Boat Five Little Ducks Five cheeky fish	We're Going on a Bear Hunt – Michael Rosen Can't you sleep Little Bear? - Martin Waddell Where's My Teddy – Jez Alborough A Bear is a Bear – Karl Newson Peace at Last – Jill Murphy The Everywhere Bear – Julia Donaldson	Goldilocks and the 3 Bears Red Riding Hood Jack and the Beanstalk The Gingerbread Man The Little Red Hen The Ugly Duckling	The Bad-Tempered Lady Bird – Eric Carle Sharing a Shell – Julia Donaldson The Tiger who came to tea – Judith Kerr What the Ladybird heard – Julia Donaldson Handa's Surprise – Eileen Browne
	<ul style="list-style-type: none"> Rhythmic activities. Listens to and joins in with stories and poems Making marks for meaning. Show an interest in books. Recognising own name. Begin to use jolly phonics and letters and sounds framework. 	<ul style="list-style-type: none"> Being aware of alliteration-initial sounds- rhyming string. Aware of the structure of stories. Recognising some words. Blending sounds. Beginning to read simple words. Hear and say sounds in words. Introduce shared reading. Begin home reading books 	<ul style="list-style-type: none"> Predicting stories. Describing different elements in stories. Rhyming string. Uses storylines in role play. Uses phonics to decode. Writing own name and captions. Look at some high frequency words. 	<ul style="list-style-type: none"> Using information books. Reading and understanding simple sentences. Attempting to write simple sentences using phonics. 	<ul style="list-style-type: none"> Demonstrating an understanding of what they have read. Writing irregular common words. Writing sentences that they and others can read. 	<ul style="list-style-type: none"> Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. Use simple punctuation. To use phonic knowledge to write words in ways which match their spoken sounds.

LSPPS WRITING PROGRESSION - EYFS

YR	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<p><u>30-50 months:</u></p> <p><u>40-60 months:</u></p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. <p><u>ELG:</u></p> <ul style="list-style-type: none"> Use their phonic knowledge to write words in ways which match their spoken sounds 	<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> Sometimes give meaning to marks as they draw and paint. Draw lines and circles using gross motor movements. Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. Hold a pencil near point between first two fingers and thumb, and uses it with good control. Copy some letters, e.g. letters from their name. <p><u>40-60 months:</u></p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw, write and paint. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p><u>ELG:</u></p> <ul style="list-style-type: none"> Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. Write simple sentences that can be read by themselves and others. 	<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Engage in imaginative role play based on own first-hand experiences Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>40-60 months:</u></p> <ul style="list-style-type: none"> Link statements and sticks to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play. Write own name and other things such as labels, captions. Attempt to write short sentences in meaningful contexts. Play cooperatively as part of a group to develop and act out a narrative. <p><u>ELG:</u></p> <ul style="list-style-type: none"> Develop their own narratives and explanations by connecting ideas or events. Write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> Use vocabulary focused on objects and people that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Begin to understand 'why' and 'how' questions Question why things happen and give explanations and ask questions e.g. <i>who, what, when, how</i> Use a range of tenses in speech e.g. <i>play, playing, will play, played</i> Begin to use more complex sentences to link thoughts when speaking e.g. <i>using 'and' and 'because'</i> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture <p><u>40-60 months:</u></p> <ul style="list-style-type: none"> Extend vocabulary especially by grouping and naming, exploring the meanings and sounds of new words. Use language to imagine and recreate roles and experiences in play situations <p><u>ELG:</u></p> <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs Answer 'how' and 'why' questions about their experiences and in response to stories or events Use past, present and future forms accurately when talking about events that have happened or are to happen in the future

LSPPS READING PROGRESSION – EYFS

WORD READING:

YR	Phonics & Decoding	Common Exception Words	Fluency
	<p>30-50 Months:</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities Show an awareness of rhyme and alliteration Recognise rhythm in spoken words <p>40-60 months:</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letter represents some of them <p>ELG:</p> <ul style="list-style-type: none"> Link sounds to letters, naming and sounding the letters of the alphabet Use phonic knowledge to decode regular words and read them aloud accurately 	<p>ELG:</p> <ul style="list-style-type: none"> Read some common irregular words 	<p>30-50 Months:</p> <ul style="list-style-type: none"> Show interest in illustrations and print in books and print in the environment Recognise familiar words and signs such as own name and advertising logos Look and handle books independently (holds books the correct way up and turns pages) <p>40-60 months:</p> <ul style="list-style-type: none"> Ascribe meaning to marks that they see in different places Begin to break the flow of speech into words Begin to read words and simple sentences <p>ELG:</p> <ul style="list-style-type: none"> Read and understand simple sentences <p>Reading Level(s): RWI – Ditties Book Bands – Lilac, Pink, Red</p>

COMPREHENSION:

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
	<p>30-50 months:</p> <ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups Listen to stories with increasing attention and recall Join in with repeated refrains in rhymes and stories Use intonation, rhythm and phrasing to make the meaning clear to others Develop preference for forms of expression <p>40-60 months:</p> <ul style="list-style-type: none"> Enjoy an increasing range of books Play cooperatively as part of a group to develop and act out a narrative <p>ELG:</p> <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs 	<p>30-50 months:</p> <ul style="list-style-type: none"> Know that print carries meaning and, in English, is read from left to right and top to bottom Know that information can be relayed in the form of print. Describe main story settings, events and principal characters <p>40-60 months:</p> <ul style="list-style-type: none"> Understand humour <i>e.g. nonsense rhymes, jokes</i> Know that information can be retrieved from books and computers Follow a story without pictures or prompts <p>ELG:</p> <ul style="list-style-type: none"> Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions 	<p>30-50 months:</p> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experiences <p>40-60 months:</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>ELG:</p> <ul style="list-style-type: none"> Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary 	<p>30-50 months:</p> <ul style="list-style-type: none"> Begin to understand 'how' and 'why' questions Anticipate key events and phrases in rhymes and stories Suggest how a story might end <p>ELG:</p> <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experience and in response to stories to events 	<p>30-50 months:</p> <ul style="list-style-type: none"> Begin to be aware of the way stories are structured <p>40-60 months:</p> <ul style="list-style-type: none"> Able to follow a story without pictures or props <p>ELG:</p> <ul style="list-style-type: none"> Demonstrate understanding when talking with others about what they have read. 	

EYFS RESPONSES TO READING

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> Do you like ...? What's your favourite ...? I wonder if you like ...? 	<ul style="list-style-type: none"> Who ...? What is ...? When did ...? Where was ...? What can you see on the front cover? What did you find out? What happened after ...? What happened when ...? Who spoke to ...? Who was it that ...? Who was the main character? 	<ul style="list-style-type: none"> What does this word mean? What word could we use instead of .../ 	<ul style="list-style-type: none"> What might happen in the story? What might they be feeling? How do you know? What would it feel like to be ...? What might happen at the end of the story? What might happen next? Who do you think ...? Do you know another time when ...? Could this have happened in ...? What would you change if ...? What questions would you ask ...? How would you use ...? 	<ul style="list-style-type: none"> Can you order these parts of the story? What happens first? What happens next? 	
POSSIBLE TASKS	<ul style="list-style-type: none"> Recite a poem or nursery rhyme. Paint or draw a picture of your favourite part of the story. 	<ul style="list-style-type: none"> Draw all of the animals in the story. Tell me the things you can remember. Cut out or draw pictures to show a particular event. Draw a new cover for the book. 	<ul style="list-style-type: none"> Adults sharing other word choices with children and writing them down for children to see. Mark making / writing new words in the sand Compose a rhythm or put new words to a known song. 	<ul style="list-style-type: none"> Paint a picture of the main character. Collect 'play' items that they think the main character would like to have. Make a junk model 'house' for the main character. 	<ul style="list-style-type: none"> Put the story pictures in order. Tell me the main events in the story. Make a picture showing the main events. Re-tell the story in your own words. Illustrate the sequence of events. 	

LSPPS ENGLISH SPINE – YEAR 1

TOPIC	Me Myself & I Superheroes	Remember Remember Toy Box	My Special People QV We're go to the zoo	Seasonal changes Let's go camping	Commotion in the ocean.	The magic garden
MAIN FOCUS	<u>ART/DT</u>	<u>HISTORY</u> <i>Difference between old and new toys.</i>	<u>GEOGRAPHY</u> <i>Study the local area.</i>	<u>GEOGRAPHY</u>	<u>SCIENCE</u>	<u>SCIENCE</u>
BIG QUESTION		<i>What will toys be like in the future?</i>	<i>What is beyond the school gates?</i>			
CORE TEXT	Eliot, Midnight superhero by Anne Cottinger 006 and a bit Daisy, the superhero	Traction Man is Here by Mini Grey Kipper's Toybox Old Bear	Handa's Surprise by Eileen Browne Eat Your Peas Avocado Baby	Jack & The Beanstalk Emma Jane's Aeroplane by Katie Hayworth	Where the Wild Things Are by Maurice Sendak Rumble in the Jungle Elmer	Giant Jelly Jaws and the Pirates by Helen Baugh The Pirates Next Door Class Three at the Sea
CLASS NOVEL	Horrid Henry- Francesca Simon	The Enormous Crocodile- Roald Dahl	The Hodgeheg- Dick- King Smith (Literacy shed + Writing unit)	Fantastic Mr Fox- Roald Dahl (Literacy shed + Writing unit)	Flat Stanley- Jeff Brown (Literacy shed + Writing unit)	
WRITING PURPOSE & MAIN TASKS OTHER TASK IDEAS	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Story based on known structure Stories by the same Author <ul style="list-style-type: none"> Full stops, capital letters, finger spaces Sentences Labels 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character and setting description Story set in a familiar setting <ul style="list-style-type: none"> Lists Speech Bubbles 	WRITING TO INFORM <ul style="list-style-type: none"> Instructions – fruit smoothie / fruit salad Recount – diary entry <ul style="list-style-type: none"> Lists Speech Bubbles 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character and setting description Story using Traditional Tale structure <ul style="list-style-type: none"> Letter from Jack 	WRITING TO INFORM <ul style="list-style-type: none"> Informal Letter Postcard Recount – diary entry <ul style="list-style-type: none"> Postcards Speech Bubbles 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character and setting description Story with a simple setting – Pirate Story <ul style="list-style-type: none"> Diary entry Invitation
		WRITING POETRY <ul style="list-style-type: none"> Onomatopoeic Poems (Fireworks) <u>Crackle, Spit</u> 		WRITING POETRY <ul style="list-style-type: none"> Acrostic Poems <u>Olivia</u> 		WRITING POETRY <ul style="list-style-type: none"> Pyramid Poems <u>A Bee</u>

LSPPS WRITING PROGRESSION – YEAR 1

NC 2014 PROGRESSION

Y1	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Spell words containing each of the 40+ graphemes already taught. Spell common exception words Spell days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use regular plural suffixes: -s, -es Use suffixes –ing, -ed, -er, -est (with no change to root word) Use prefix un- Apply rules from Spelling Progression - Y1 Write from memory simple dictated sentences including GPCs and common exception words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower case letters in the correct directions, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teachers or other pupils Read their writing aloud clearly enough to be heard by their peers and the teacher Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary 	<ul style="list-style-type: none"> Leave spaces between words Join words and sentences using 'and' Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'

LSPPS PROGRESSION

Y1	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple:</p> <ul style="list-style-type: none"> Use statements in first, second and third person starting with noun/proper noun Use statements in first, second and third person starting with personal pronoun Use question with a question mark using 'Who', 'What', 'When', 'Where', 'Why' Introduce exclamation marks orally/through drama: <ul style="list-style-type: none"> - For interjections Stop!. Help me! - For sentences starting with 'How' or 'What' E.g. <i>What a bad dog!</i> <p>Compound:</p> <ul style="list-style-type: none"> Join sentences using: and, but <p>Adding detail:</p> <ul style="list-style-type: none"> Use noun phrases: adjective + noun or adjective + adjective + noun e.g. <i>curly beard or gold, shiny coin</i> Use adverbs of manner ending in -ly: e.g. <i>I ran quickly</i> Use prepositions: above, down, in, inside, into, onto, out, outside, to, under, up Use 'as .. as' to create similes e.g. <i>as quick as a flash</i> Use determiners: the, a, an, my, your, his, her Put words that are spoken into speech bubbles 	<ul style="list-style-type: none"> Use specific nouns rather than general nouns e.g. <i>'Ferrari' instead of 'car'</i> Create compound words e.g. <i>football, playground, farmyard, bedroom</i> Use adjective + noun to create alliteration e.g. <i>A cool cat, A sneaky snake</i> Tier 2 Vocabulary – Y1 	<ul style="list-style-type: none"> Use pronouns: The, My, I Use adverbs ending in -ly e.g. Slowly, Quickly, Suddenly 	<p>Coordinating:</p> <ul style="list-style-type: none"> and, but <p>Subordinating:</p> <ul style="list-style-type: none"> because <p>Adverbials of time:</p> <ul style="list-style-type: none"> First Firstly Last Next Second Then At first 	<p>Simple past</p> <ul style="list-style-type: none"> To show something happened once e.g. He walked to school. <p>Present progressive</p> <ul style="list-style-type: none"> To show something his happening continually e.g. He is walking to school. <p>Subject-verb agreement:</p> <ul style="list-style-type: none"> 'to do' 'to be' 'to have'

LSPPS READING PROGRESSION – Y1

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Eliot, Midnight Superhero	Paperback – Picture Book	2013	Humour	32
	Traction Man Is Here	Paperback – Picture Book	2006	Adventure	32
	Handa's Surprise	Paperback – Picture Book	1995	Cultural (Africa) – Folk Tale	28
	Jack & The Beanstalk	Paperback – Picture Book	19 th Century	Fairy Tale	32
	Where the Wild Things Are	Paperback – Picture Book	1963	Classic / Adventure	48
	Giant Jelly Jaws and The Pirates	Paperback – Picture Book	2015	Humour	32
	Poetry Types: Onomatopoeic, Acrostic, Pyramid				

WORD READING:

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPCs Read common suffixes –s, -es, -ing, -ed, -er and –est endings Read multisyllabic words containing taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letter(s) Read aloud phonically decodable text 	<ul style="list-style-type: none"> Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our 	<ul style="list-style-type: none"> Read age-appropriate texts at 90+ words per minute Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words Re-read books to build up fluency and confidence in word reading Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange

COMPREHENSION:

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Appreciate rhymes and poems and recite some simple poems by heart 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Check the text makes sense as they read and self-correct. Develop their knowledge of retrieval though images. Participate in discussions about what is read to them, taking turns and listening to what others say Clearly explain their understanding of what is read to them Discuss features and layout of non-fiction texts 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discuss the significance of the title and events Make inferences on the basis of what is being said and done. Develop inference through use of pictures. Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Retell familiar stories orally. Sequence the events of a story they are familiar with. 	

Y1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> Which ... was your favourite? Have you heard a story like this before? Is the ... like your ...? 	<ul style="list-style-type: none"> Who ...? What did ...? What do / does ... do? When ... Where ...? Where did .../ Why was ...? 	<ul style="list-style-type: none"> What does the word ... mean in this sentence? Find and copy a word which means ... Which of the words best describes the character? Which words has the author used to make you feel happy / angry / worried / frightened / nervous? How does the word / phrase ... make you feel? Can you give me another sentence with the word ... in it? 	<ul style="list-style-type: none"> Why was ... feeling ...? How do you know that ... was ...? Why did ... happen? Why did ... say ...? Where do you think ...? Why do you think ...? Which part made you feel ...? Why? Look at the book cover / blurb – what do you think this book will be about? What is happening? What do you think happened before? What do you think will happen after? What do you think will happen next? Why? Draw what you think will happen next. 	<ul style="list-style-type: none"> How does the story start? Who do you meet first? What did you find out first? Where does the story start? What happened in the middle? What happened at the end? Put these pictures in order of when they happened. Put these sentences in the order they happened ... 	CHALLENGE: <ul style="list-style-type: none"> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why? Why not? Is there anything you would change about this story?
ANSWER STEMS	<ul style="list-style-type: none"> I like ... because ... My favourite ... is ... because ... 	<ul style="list-style-type: none"> It is ... The ... is ... 	<ul style="list-style-type: none"> The word means ... It is a good word to use because ... 	<ul style="list-style-type: none"> I think that ... I think that ... because I think the character will ... because ... I think the character will not do ... because ... This sentence tells you that ... The character felt ... because ... I know this because ... 	<ul style="list-style-type: none"> In this story ... This story is about ... The main event is ... The key events are ... 	
POSSIBLE TASKS	<ul style="list-style-type: none"> Join in with the chorus Join in with the whole text 	<ul style="list-style-type: none"> Put ticks in to show which statements are true or false Draw lines to match ... 	<ul style="list-style-type: none"> Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word. Order these words from the book based on how happy they make you feel. Circle the word that means that same as ... 	<ul style="list-style-type: none"> Write the character's thoughts in a thought bubble. Write a diary entry about an event from the book from a character's point of view. Write down three questions for a character and then write their answers. 	<ul style="list-style-type: none"> Draw a picture to show what happened in the beginning / middle / end. Make a map / poster to show the order things happened in. Draw a cartoon strip of the main events in the story. 	

LSPPS ENGLISH SPINE – YEAR 2

TOPIC	Superheroes Changing Materials	Time Travellers	Life in The Freezer Wild Things	Lost Cities Our Place in Space	Our Beautiful World	Down at The Bottom of The Garden
MAIN FOCUS	<u>HISTORY</u> <i>Lives of significant</i>	<u>HISTORY</u> <i>Events beyond living memory: Great Fire of London.</i>	<u>GEOGRAPHY</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>	<u>SCIENCE</u> <i>Study the local environment. Use key geographical vocabulary.</i>
BIG QUESTION		<i>Why did the fire spread so quickly?</i>		<i>How can we travel to space?</i>		<i>What creatures live in our local area?</i>
CORE TEXT	Man on the Moon by Simon Bartram <i>Aliens Love Underpants Dr Xargles Book of Earthlets</i>	Vlad and the Great Fire of London by Kate Cunningham You wouldn't want to be in the Great Fire of London.	Superhero Harry: The Runaway Robot By Rachel Ruiz Izzy Gizmo by Pip Jones	Journey by Aaron Becker The Quest by Aaron Becker	Alice in Wonderland by Lewis Carroll (Usborne Version) I want my hat back by Jon Klassen	The Hodgeheg by Dick King Smith The Lost Words by Roberts McFarlane
CLASS NOVEL	Charlie and The Chocolate Factory by Roald Dahl	Sir Scallywag and the Golden Underpants' by Giles Andreae and Korky Paul	Bad Nana' by Sophy Henn	A Bear Called Paddington -Michael Bond	Operation Gadget man. Malorie Blackman	
WRITING PURPOSE & MAIN TASKS	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character descriptions – aliens Setting descriptions – space and planets Story using a timeline journey sequence. 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Setting description – city on fire Diary entries Story with a danger/disaster setting 	WRITING TO INFORM <ul style="list-style-type: none"> Lists - items for the robot Instructions – How does a robot work? 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Journey Story - Familiar Setting 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character descriptions – Mad Hatter Setting description – tea party Meeting Story 	WRITING TO INFORM <ul style="list-style-type: none"> Non-chronological report – animals Letter – looking after the local area
OTHER TASK IDEAS	<ul style="list-style-type: none"> Dialogue 	<ul style="list-style-type: none"> News Report 	<ul style="list-style-type: none"> Adverts 	<ul style="list-style-type: none"> Dialogue Postcards 	<ul style="list-style-type: none"> Playscript Invitations 	<ul style="list-style-type: none"> Fact Files Posters

		WRITING POETRY <ul style="list-style-type: none">Alliterative Poems (Fire & Flames) <u>Fierce Flames</u>		WRITING POETRY <ul style="list-style-type: none">Calligram (shape) Poems <u>The Train</u>		WRITING POETRY <ul style="list-style-type: none">Adjective Poems <u>Ice Cream</u> <u>Soccer</u>
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LSPPS WRITING PROGRESSION – YEAR 2

NC 2014 PROGRESSION

Y2	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learn to spell common exception words (Spelling Progression) Learn to spell more words with contracted forms <i>e.g. didn't, couldn't</i>. Learn the possessive apostrophe (singular) <i>e.g. the girl's book</i> Spell words correctly by saying them out loud. Distinguish between homophones and near-homophones Add suffixes –ful and –less to form adjectives <i>e.g. help – helpless</i> Add suffixes –er, –ness and –ment to form a noun <i>e.g. teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment</i> Add suffixes –er and –est to form comparative and superlative adjectives <i>e.g. happy ~ happier ~ happiest</i> Add suffix –ly to an adjective to make an adverb <i>e.g. quick ~ quickly</i> Apply rules from Spelling Progression – Y2 Write from memory simple dictated sentences including GPCs and common exception words 	<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"> Write narratives about personal and others' experiences (real or fictional) Write about real events Write simple poetry Write for different purposes. Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary. Writes down ideas and key words before writing Encapsulate what they want to say, sentence by sentence Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation Read writing aloud with appropriate intonation to make the meaning clear Begin to develop an awareness of who they are writing for 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> full stops capital letters exclamation marks question marks commas to separate items in a list apostrophes for contracted forms and singular possession. Use sentences with different forms: statement, question, exclamation, command Use expanded noun phrases to describe and specify Use the present and past tense correctly and consistently including the progressive form <i>e.g. she is drumming, he was shouting</i> Use coordination with: 'and', 'but', 'or' Use subordination with: 'when', 'if', 'that', 'because' Use some features of written Standard English

LSPPS PROGRESSION

Y2	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple:</p> <ul style="list-style-type: none"> Create questions using 'How' or 'Do'. Create exclamations using interjections and 'How' or 'What' <i>e.g. What big eyes you have, Grandma!</i> Create commands using imperative verbs <i>e.g. Give Take....</i> <p>Compound:</p> <ul style="list-style-type: none"> Join sentences using: and, but, or, so, <p>Complex:</p> <ul style="list-style-type: none"> Join sentences using: because, if, after, that, before, when <p>Adding detail:</p> <ul style="list-style-type: none"> Use expanded noun phrases: <ul style="list-style-type: none"> - determiner + adjective + noun <i>e.g. the black cat</i> - determiner + noun + prepositional phrase <i>e.g. the cat in the basket</i> Use adjectives: <i>e.g. The giant had a curly beard.</i> Use adverbs of manner ending in –ly: <i>e.g. He bravely caught the cat.</i> Use prepositions: <i>e.g. after, before, behind, below</i> Use prepositional phrases: <i>e.g. under the carpet, above the whiteboard</i> Use 'like' to create similes: <i>e.g. hot like chillies, cold like a glacier</i> Use determiners: most, some, all, many, much, more Put words spoken words (from speech bubbles) into inverted commas. <p>Exciting Sentences:</p> <ul style="list-style-type: none"> 2Ad ~ List ~ Simile ~ Short 	<ul style="list-style-type: none"> Use specific nouns rather than general nouns <i>e.g. 'Buttercup' instead of 'flower'</i> Create compound nouns using: <ul style="list-style-type: none"> - noun + noun <i>e.g. cupboard, handbag</i> - adjective + noun <i>e.g. whiteboard, superman</i> Use verb + noun to create alliteration: <i>e.g. Dancing dandelions, Hiding hyenas</i> Use onomatopoeia with an exclamation mark <i>e.g. Ouch! Crash!</i> Tier 2 Vocabulary – Y2 	<ul style="list-style-type: none"> Use pronouns: He, She, We, They, It, You Use adverbs ending in –ly <i>e.g. Bravely, Silently, Cheerfully</i> Use similes <i>e.g. - As silently as a snake, he crept into the disused mine.</i> <p style="text-align: center;">SPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> or, so <p>Subordinating:</p> <ul style="list-style-type: none"> if, after, that, before, when <p>Correlative:</p> <ul style="list-style-type: none"> either ... or <p>Adverbials of time:</p> <ul style="list-style-type: none"> <i>e.g. after, before, finally</i> 	<p>Simple past</p> <ul style="list-style-type: none"> To show something happened once <i>e.g. He walked to school</i> <p>Past progressive</p> <ul style="list-style-type: none"> To show something was happening continually <i>e.g. He was walking to school</i> <p>Simple present</p> <ul style="list-style-type: none"> To show something that happens now <i>e.g. He walks to school</i> <p>Present progressive</p> <ul style="list-style-type: none"> Use of 'to be' + '-ing' To show something is happening continually <i>e.g. I am walking to school</i> <p>Subject-verb agreement:</p> <ul style="list-style-type: none"> I like He/she likes We like They like You like

LSPPS READING PROGRESSION – Y2

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Man On the Moon	Paperback – Picture Book	2002	Science Fiction	32
	Vlad And the Great Fire Of London	Paperback – Picture Book	2016	Historical	32
	Superhero Harry: The Runaway Robot	Paperback – Chapter Book	2017	Humour	48
	Journey	Paperback – Picture Book	2013	Wordless Picture Book	40
	Alice In Wonderland	Paperback – Chapter Book	19 th Century	Classic / Fantasy	64
	The Hodgeheg	Paperback – Chapter Book	1987	Animal / Adventure	96
	Poetry Types: Alliterative, Calligram, Adjective				

WORD READING:

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read words containing common suffixes 	<ul style="list-style-type: none"> Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i> 	<ul style="list-style-type: none"> Read age-appropriate texts at 90+ words per minute Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up their fluency and confidence in word reading Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White

COMPREHENSION:

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Experience non-fiction books that are structured in different ways Learn further poems by heart, reciting with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and self-correct Ask and answer questions about a text 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to know vocabulary Discuss favourite words and phrases 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> Do you like this story / poem / book? Why? Why not? Which is your favourite part of this story? Why? Can you re-tell ... part of the story? Which ... do you prefer? Why? 	<ul style="list-style-type: none"> Who ...? What ...? What happened when ...? What do / does ... do? When ...? Where ...? How? How did ...? Where/when is the story set? Who is the main character in the story? Where in the story would you find ...? Is there a good/bad character? How can you tell? Who is telling the story? Is there a problem in this story? What is it? How is the problem resolved? Which is your favourite / worst / funniest / scariest part of the story? Which part of the text should I use to find ...? Why is a good name for ...? 	<ul style="list-style-type: none"> Why did the author use the word ... to describe ...? Which word in the text describes ...? What does this word tell you about the character / setting / mood? Can you think of another way of saying ...? What other words could the author could have used to describe ...? What effect has the author created by repeating the word / phrase ...? Highlight a key phrase or line. By using this word, what effect had the author created? Can you find a noun phrase used to describe ...? Can you find an adjective used to describe ...? Can you find an adverb to describe how ... was done? In the story ... is mentioned a lot. Why? "Quote" ... this means ...? 	<ul style="list-style-type: none"> How do you know that ... is ...? What do you think the author meant when they said ...? What do you think ... is saying / thinking / feeling at this point? What would ... say if ...? What happened to make ... feel ...? Can you explain why ...? How does ... make you feel? What do you think this book will be about? Where do you think ... will go next? What do you think ... will say / do next? What might ... do if ...? What will happen to ... next? How do you think the character will react? What sentence or phrase do you think will come next? How does the choice of character or setting affect what will happen next? 	<ul style="list-style-type: none"> Write a sentence to show what happened at the beginning / middle / end Can you number the sentences 1-5 to show the order they happen in the story? What happened after ...? Can you summarise in a sentence the opening / middle / end of the story? In what order do these chapter headings come in the story? Can you sequence the key events in the story? Can you use ... words to sum up this story or non-fiction text. Draw three lines to show where ... 	<p><u>CHALLENGE:</u></p> <ul style="list-style-type: none"> Why do you think the main characters are all animals in this book? What one thing would you change about this story? Why? Do you like this text? What do you like the most about it? Can you think of any other stories that start like this? What features might you expect to see in this sort of text?
ANSWER STEMS	<ul style="list-style-type: none"> I like ... because ... My favourite ... is ... because ... 	<ul style="list-style-type: none"> It is ... The ... is ... 	<ul style="list-style-type: none"> The word means ... It is a good word to use because ... 	<ul style="list-style-type: none"> I think that ... I think that ... because I think the character will ... because ... I think the character will not do ... because ... This sentence tells you that ... The character felt ... because ... I know this because ... 	<ul style="list-style-type: none"> In this story ... This story is about ... The main event is ... The key events are ... 	
POSSIBLE TASKS	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author 	<ul style="list-style-type: none"> Find and copy two things that ... Tick the statement which is true Put ticks in the table to show which sentences are true and which as false ... Draw four lines to match these ... to ... 	<ul style="list-style-type: none"> Find and copy one word that makes the Find 5 adjectives in your book. Now try to use them in your own sentences. Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word. Circle two words that show ... 	<ul style="list-style-type: none"> Write a diary entry from the point of view of a character who isn't the main character. Create a 'Gingerbread' for a character. Pick one character from the story and write a list of things they would like / dislike. Write three alternative titles for the book. 	<ul style="list-style-type: none"> Make a timeline of events from the story. Make a table / flow chart / to show the order things happened in. Re-write the story in your own words. Put the pictures from the story in order. You've got ... words. Sum up this story. 	

LSPPS ENGLISH SPINE – YEAR 3

TOPIC	World War 2 Light	Forces	Rocks	Under the Sea UK Geography	Ancient Greeks	Romans
MAIN FOCUS	<u>HISTORY/DT/SCIENCE</u> <i>World War 2</i>	<u>SCIENCE/DT</u> STEM- Catapults	<u>SCIENCE</u> Types of rocks	<u>ART/GEOGRAPHY</u> Habitats/Artist study	<u>HISTORY</u> <i>Life of Greeks</i>	<u>HISTORY</u> Roman Legacy
BIG QUESTION	<i>What was life like during WWII?</i>	<i>How can I make a jelly frog fly?</i>	<i>Are rocks different or are they all the same?</i>	<i>What is life like under the sea?</i>	<i>Who were the Greeks?</i>	<i>What is the Roman legacy left behind?</i>
CORE TEXT	The Lion and The Unicorn (Lit Shed Writing Unit) Goodnight Mr Tom (Lit Shed Writing Unit)	The Nothing to see Here Hotel (Literacy shed + Writing unit) The boy, the mole, the fox and the horse.	Advertisements – Features of persuasive adverts. (TV, Media, Radio)	Malilda- Roald Darl (Literacy shed + Writing unit) Iron Man by Ted Hughes (Literacy shed + Writing unit)	Anne frank- Little People Big Dreams Non-chronological reports	Fables Aesop Folk Tales Tin Forest- Helen Ward
CLASS NOVEL	Pugs of The Frozen North- Phillip Reeve/ Sarah McKintyre (Literacy shed + Writing unit)	The Boy who grew Dragons- Andy shepherd. (Literacy shed + Writing unit)	The Accidental Priminister- Tom McLaughlin.	Kid Normal- Greg James.	Annisha the accidental detective. The Wild Way Home- Sophie Kirtley	The Abominables- Eva Ibbotson
WRITING PURPOSE & MAIN TASKS	WRITING TO INFORM <ul style="list-style-type: none">Letter/postcardsDiary	WRITING TO ENTERTAIN <ul style="list-style-type: none">Character descriptionSetting DescriptionsStory featuring cultural differences	WRITING TO PERSUADE <ul style="list-style-type: none">Advertising Poster and Attraction Visitor Leaflets for 'Blue Planet Aquarium.	WRITING TO ENTERTAIN <ul style="list-style-type: none">Diary entryStory using a portal to enter a different time in history	WRITING TO INFORM <ul style="list-style-type: none">BiographyNon-chronological reports- Explanation of looking after an aquatic animal.	WRITING TO ENTERTAIN <ul style="list-style-type: none">Story using suspense to keep the reader on a cliff hanger
OTHER TASK IDEAS	<ul style="list-style-type: none">News report- WW II	<ul style="list-style-type: none">DialogueInstructions- catapults	<ul style="list-style-type: none">Persuasive Speeches.Fact file-Rocks	<ul style="list-style-type: none">Playscript	<ul style="list-style-type: none">Postcards/LettersNon-chronological reports- Greeks	<ul style="list-style-type: none">Wanted posters- Roman criminal.Informal Letters
		WRITING POETRY <ul style="list-style-type: none">Diamante Poems <u>Winter</u>		WRITING POETRY <ul style="list-style-type: none">Simile PoemsWord Play Poems <u>Flint</u> by Christina Rossetti		WRITING POETRY <ul style="list-style-type: none">HaikuUp & Down Poem <u>The River</u> by Cynthia Buhain Baello

LSPPS WRITING PROGRESSION – YEAR 3

NC 2014 PROGRESSION

Y3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them: - prefixes: <i>super-, auto-</i> to form nouns - prefixes: <i>un-, dis-, mis-, sub-, tele-</i> - suffixes: <i>-ness, -ful, -less, -ly</i> Spell further homophones Spell words that are often misspelt: e.g. 'ay', 'y' sounding 'i', <i>-gue, -que, 'sh', 'ch', 'ou'</i> Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i> Use apostrophe correctly for further contracted forms Use the first 2 or 3 letters of a word to check its spelling in a dictionary Create word families based on common words: e.g. - <i>fear, feared, fearful, fears, fearfully</i> - <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i> Apply rules from Spelling Progression – Y3 Write from memory simple sentences dictated by the teacher 	<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: <i>Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</i> 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. Create settings, characters and plot Use simple organisational devices e.g. <i>headings and sub-headings</i> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Begin to adjust the writing to suit 'The Reader's' needs 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> full stops capital letters exclamation marks question marks commas to separate items in a list apostrophes for contracted forms and singular possession. inverted commas for direct speech Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play contrasted with He went out to play</i> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Express time, place and cause using: <ul style="list-style-type: none"> - conjunctions: e.g. <i>while, so, until, although, even if</i> - adverbs: e.g. <i>soon, yesterday, always, now, inside</i> - prepositions: e.g. <i>because of, below, through, beside, with</i> Use fronted adverbials + comma

LSPPS PROGRESSION

Y3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple:</p> <ul style="list-style-type: none"> Short sentences used for emphasis and to make key points e.g. <i>Sam was unhappy. Visit the farm now.</i> <p>Compound:</p> <ul style="list-style-type: none"> Join sentences using: and, but, or, so, for, nor, yet <p>Complex:</p> <ul style="list-style-type: none"> Join sentences using: because, if, after, that, before, when, although, while, until <p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Know that a phrase does not have a subject and verb but a clause does. <p>Adding detail:</p> <ul style="list-style-type: none"> Use expanded noun phrases: - determiner + adjective + noun + prepositional phrase e.g. <i>the black cat in the basket</i> Use prepositions and prepositional phrases: e.g. <i>across, through, by the side of, around the</i> Use quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several Use possessive adjectives: my, your, his, hers, its, ours, theirs Know that pronouns, nouns and proper nouns can all be the subject of a sentence. <p>Exciting sentences:</p> <ul style="list-style-type: none"> B.O.Y.S ~ PC ~ Double -ly ~ If ... if ... if ... then 	<ul style="list-style-type: none"> Use appropriate adjectives to give effect, avoiding making the sentence sound laboured. Use sophisticated language e.g. <i>unbelievable, glorious</i> Use specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i> Use synonyms of verbs e.g. <i>said ~ yelled and walk ~ paced</i> Tier 2 Vocabulary – Y3 	<ul style="list-style-type: none"> Use '-ly' fronted adverbials followed by a comma: - e.g. <i>Gleefully, ...</i> <p style="text-align: center;">ISPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> for, nor, yet (FANBOYS) <p>Subordinating:</p> <ul style="list-style-type: none"> although, while, until <p>Correlative:</p> <ul style="list-style-type: none"> neither ... nor <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. <i>afterwards, soon, in the morning</i> 	<p>Irregular simple past</p> <ul style="list-style-type: none"> E.g. <i>awake – awoke, blow – blew</i> <p>Past perfect</p> <ul style="list-style-type: none"> 'had' + past participle To show something happened at an unspecified time e.g. <i>He had walked to school</i> <p>Present perfect</p> <ul style="list-style-type: none"> 'has/have' + past participle To shows something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i>

LSPPS READING PROGRESSION – Y3

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	The Lion and The unicorn	Paperback – Chapter Book			
	Good Night Mr Tom	Paperback – Chapter Book		Classic - Adventure	
	The Nothing to See Here Hotel	Paperback – Picture Book			
	The Boy the Mole the Fox and The Horse.	Paperback – Chapter Book			
	Matilda	Paperback – Chapter Book			
	The Iron Man	Paperback – Chapter Book			
	Anne Frank- Little People, Big Dreams	Paperback – Chapter Book			
	Aesop fables	Paperback – Chapter Book			
	The Tin Forest	Paperback – Chapter Book			
Poetry Types: Diamante Poems, Simile and Word Play Poems, Haiku Poems					

WORD READING:

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i> Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i> 	<ul style="list-style-type: none"> Read age-appropriate (Gold Level) texts at 90+ words per minute Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Begin to use appropriate intonation and volume when reading aloud Reading Level(s): RWI - Grey Book Bands - Gold, White <p>Fluency is developed by choral reading and echo reading</p>

COMPREHENSION:

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Use appropriate terminology when discussing texts e.g. <i>plot, character, setting</i> Learn the skill of 'skim and scan' to retrieve details Generate a variety of literal and inferential questions to help them understand the text further 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination Explain the meaning of words in context Begin to find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge to make predictions Use details from the text to form further predictions Begin to use quotations from the text to support opinions and ideas 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read Teachers begin to model how to record summary writing 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Introduce the idea of story 'themes' e.g. <i>Learning a lesson, friendship, trust</i>

Y3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> Who is ...? What did ...? When did ...? Where does ...? How did ...? How would you describe this story / text? What genre is this text? How do you know? Where does the story take place? What does the main character look like? Where does the main character live? How does the main character behave? When is the story set? What can you learn about ... from this section? 	<ul style="list-style-type: none"> Can you find one word in the text which means ...? Which word most closely matches the meaning of the word ... Which of these words is a synonym for ...? What does the word ... tell you about ...? Can you find and copy one word meaning ...? Can you find and highlight the word that is closest in meaning to ...? Can you find a word or phrase which shows / suggests that ...? Can you circle the correct option to complete this sentence ...? Which words do you think are the most important? Why? 	<ul style="list-style-type: none"> What makes you think ...? Give evidence. What impression do you get of ...? Why? Why did ... behave like this? How can you tell that ...? What was ... thinking when ...? How was ... different after ...? What do you think the text is going to be about? Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. How do you think the story will develop next? Do you think the character will change their behaviour in the future? Why? 	<ul style="list-style-type: none"> What's the main point in this paragraph? Can you summarise in a sentence the opening / middle / end of the story? Can you number these events 1-5 in the order that they happened? What was the first thing that happened in the story? What happened after ...? In what order do these chapter headings occur? 	<ul style="list-style-type: none"> Whose point of view is the story told from? In what way is ... like ...? What are the clues that a character is liked / disliked / feared etc? What is similar / different about the characters ... and ...? How has the character changed during the story? Who has the author written this text for? When might someone choose to read this book? Why has the author used chapter headings? How does the title or chapter heading make you want to read on? Which section was the most interesting / exciting part?
ANSWER STEMS	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> The answer is ... This tells me ... It is important because ... The story is ... He/she is ... It was ... 	<ul style="list-style-type: none"> This word suggests that . This word tells you that ... This sentence means ... This phrase means ... This description shows me that ... 	<ul style="list-style-type: none"> I think ... because ... This suggests ... I know this because ... I can tell that ... due to ... The impression I get is ... as it says ... In the text it says ... which makes me think ... The evidence suggests that ... 	<ul style="list-style-type: none"> In this text ... This text is about ... The main event is ... This story involves ... 	<ul style="list-style-type: none"> I believe that ... In my opinion ... Using evidence from the text, I would suggest that ... It would appear that ... The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover 	<ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt 	<ul style="list-style-type: none"> Make a list of words and phrases the author uses to describe the setting. Substitute the highlighted words from the text with synonyms. Draw and label a picture of a setting from the story. 	<ul style="list-style-type: none"> Write a diary entry about an event from the book as one of the characters. Write a character's thoughts in a thought bubble. Make a list of things the character would like / dislike. Create a 'Gingerbread' for one of the characters. Draw a picture to show the next setting / event of the story Using the clues to infer meaning - chart 	<ul style="list-style-type: none"> Write a blurb for the book. Draw a story mountain or story map to show the events in the story. Draw a cartoon strip of the main events in the story. Summarise the story in 5 bullet points. 	<ul style="list-style-type: none"> Draw and label a picture of the main character at the start, middle and end of the story. Label the different parts of the text. Write an author 'thought bubble' stating who they wrote for and why. List 5 people who should read this book, with reasons.

LSPPS ENGLISH SPINE – YEAR 4

TOPIC	Egyptians The Best of Me	Helping Each other Learn	Rainforests	Europe	Victorians	Romans/Art
MAIN FOCUS	<u>GEOGRAPHY</u>	<u>HISTORY</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>	<u>ART/DT</u>	<u>GEOGRAPHY</u>
BIG QUESTION	<i>How</i>					
CORE TEXT	Recount	Flat Stanley: Egypt Adventure- Jeff Brown Gulliver's Travels. Jonathon Swift	Fortunately, The Milk by Neil Gaiman (Lit Shed Writing Unit) Pompeii- A village destroyed.	Digestive System – Did You Know Series LS Lowry-information books	Diary Of a wimpy Kid- Jeff Kinney. The Shark Caller- Zillah Bethell	Rainforest- D Kinsley
CLASS NOVEL	The Boy in the Girls Bathroom- Louis Sanchar.	Explorer- Catherine Mundall	Women in Science- Rachel Igontofsky	Coming to England- Floella Benjamin	The Midnight Gang- David Walliams	The Twits- Roald Dahl
WRITING PURPOSE & MAIN TASKS	WRITING TO INFORM	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO ENTERTAIN	WRITING TO PERSUADE
		WRITING POETRY		WRITING POETRY		WRITING POETRY
	<ul style="list-style-type: none"> Letters – formal and informal Recount 	<ul style="list-style-type: none"> Story featuring a warning for the main character Stories with Issues and Dilemmas / theme 	<ul style="list-style-type: none"> Playscript Stories with a fantasy setting. Newspaper report- volcanic eruption. 	<ul style="list-style-type: none"> Explanation of How the digestive system works. Non- chronological report- Lowry. 	<ul style="list-style-type: none"> Diary writing. Newspaper report- school newspaper. Novel with a theme. 	<ul style="list-style-type: none"> Persuasive letters to the government.
OTHER TASK IDEAS	<ul style="list-style-type: none"> Explanation – water cycle 	<ul style="list-style-type: none"> Fact Files 	<ul style="list-style-type: none"> Wanted posters 	<ul style="list-style-type: none"> Leaflet- Art gallery 	<ul style="list-style-type: none"> Diary entry 	<ul style="list-style-type: none"> Posters Leaflets
		<ul style="list-style-type: none"> Poems on a theme- Magic Paintbox- Kit Wright 		<ul style="list-style-type: none"> Rhyming Couplets <u>Captive</u> by Amy Ludwig VanDerwater 		<ul style="list-style-type: none"> Tetractys Word Play <u>The Moon</u> by Marinela Reka

LSPPS WRITING PROGRESSION – YEAR 4

NC 2014 PROGRESSION

Y4	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> prefixes: <i>anti-, inter-</i> to form nouns prefixes: <i>in-, im-, ir-, il-</i> to form antonyms prefixes: <i>un-, dis-, mis-, ex-, non-</i> suffixes: <i>-ing, -er, -en, -ed</i> suffix <i>-ly</i> Spell further homophones Spell words that are often misspelt: <ul style="list-style-type: none"> 'gu' words, <i>-sure, -ture, -cian, -sion, -ssion, -tion, 'sc'</i> words, <i>-ous</i> plural nouns ending in 'o' plural nouns ending in 'y': change 'y' to 'i' and add 'es' verbs ending in 'y': change 'y' to 'i' and add 'es' Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i> Use apostrophe correctly for further contracted forms Use the first 2 or 3 letters of a word to check its spelling in a dictionary Create word families based on common words: e.g. <i>-sign ~ signal ~ unsigned ~ assign ~ resign ~ design</i> Apply rules from Spelling Progression – Y4 Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> Confidently use diagonal and horizontal strokes 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: <ul style="list-style-type: none"> Ensure that the downstrokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. Create settings, characters and plot Use simple organisational devices e.g. <i>headings and sub-headings</i> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Awareness of 'The Reader' and adapt writing accordingly 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> full stops capital letters (titles and languages) exclamation marks question marks commas for lists apostrophes for contracted forms and singular possession. inverted commas for direct speech Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play contrasted with He went out to play.</i> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Express time, place and cause using: <ul style="list-style-type: none"> conjunctions: as, since, unless, however, even though adverbs: here, therefore, frequently, everywhere prepositions: underneath, against, atop, from, towards Use fronted adverbials + comma

LSPPS PROGRESSION

Y4	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple & Compound:</p> <ul style="list-style-type: none"> Vary long and short sentences for effect. <p>Complex:</p> <ul style="list-style-type: none"> Use a range of subordinating conjunctions to join sentences. <p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Use adverbial phrases, noun phrases and prepositional phrases Use a drop-in clause with an '-ing' verb e.g. <i>Tom, smiling secretly, hid the magic potion book</i> <p>Adding detail:</p> <ul style="list-style-type: none"> Use expanded noun phrases: <ul style="list-style-type: none"> determiner + adjective + noun + phrase e.g. <i>the strict teacher with the grey beard.</i> Use prepositions and prepositional phrases e.g. <i>underneath, against, atop, from, towards, across</i> Use adjectives ending in -ed e.g. <i>frightened, scared etc</i> Use a sentence that gives three actions e.g. <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> Use specific determiners: their, whose, this, that, these, those, which Use a mixture of nouns and pronouns to avoid repetition e.g. <i>John, Mr Price, he, his, him ~ The labyrinth, the maze, it, its</i> Know that a preposition requires an object and an adverb doesn't. <p>Exciting sentences:</p> <ul style="list-style-type: none"> Verb, person ~ The more..., the more... ~ 2 pairs ~ Ad, same Ad 	<ul style="list-style-type: none"> Use sophisticated language e.g. <i>abundant, menacingly</i> Use of further specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i> Use synonyms and antonyms of verbs e.g. <i>said ~ announced ~ whispered and walk ~ trudged ~ galloped</i> Tier 2 Vocabulary – Y4 	<ul style="list-style-type: none"> Use conjunctions e.g. <ul style="list-style-type: none"> <i>Although it was raining heavily, they still went to play in the park.</i> Use fronted adverbials followed by a comma: <ul style="list-style-type: none"> Prepositions e.g. <i>Behind the shed, the spider was silently waiting for his prey</i> '-ing' words e.g. <i>Worrying about his mum, Tom slowly walked to school.</i> <p style="text-align: center;">!SPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> and, but, or, so, for, nor, yet (FANBOYS) <p>Subordinating:</p> <ul style="list-style-type: none"> after, although, as, while, when, until, because, before, if, since (AAAWWUBBIS) <p>Correlative:</p> <ul style="list-style-type: none"> both ... and <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. already, meanwhile, once 	<p>Present perfect</p> <ul style="list-style-type: none"> 'has/have' + past participle To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i> <p>Past perfect</p> <ul style="list-style-type: none"> 'had' + past participle + -ing To show something happened at an unspecified time e.g. <i>He had been walking to school</i> <p>Modal verbs</p> <ul style="list-style-type: none"> Used for possibility, ability and permission: <ul style="list-style-type: none"> can, can't could, couldn't may, might, might not Used for advice: <ul style="list-style-type: none"> should, shouldn't

LSPPS READING PROGRESSION – Y4

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Flat Stanley- Egypt Adventure	Paperback – Chapter Book			
	Gulliver's Travels	Paperback – Chapter Book			
	Fortunately, The Milk	Paperback – Chapter Book			
	Pompeii	Paperback – Picture Book			
	Digestive system- Did You know	Paperback – Chapter Book			
	LS Lowry	Paperback – Chapter Book			
	Diary of a Wimpy Kid				
	The Shark Caller				
	Rainforest- D Kinsley				
Poetry Types: Kennings, Rhyming Couplets, Tetractys and Diamond					

WORD READING:

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, -il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i> Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y3/4-word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i> 	<ul style="list-style-type: none"> Read age-appropriate (Lime) texts at 90+ words per minute Begin to use appropriate intonation and volume when reading aloud Reading Level(s): Book Bands – Lime, Brown <p>Fluency is developed using echo reading, cloze reading, paired reading</p>

COMPREHENSION:

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Confidently skim and scan texts to locate key words and phrases. Generate a variety of literal questions. 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination Explain the meaning of words in context Find the meaning of new words using the context of new sentences. Link new words to other words they already know. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Consolidate the skill of justifying predictions using a specific reference point in the text. Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these Write a brief summary of the main points, identifying and using important information. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Refer to authorial style, overall themes and features Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear,

Y4 RESPONSES TO READING

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> Who had ...? Who did ...? What happened to ...? What does ... do? When was ...? When ... happened, what did ...? Where was ... when ...? How often ...? How ... is ...? Who are the key characters in the story? What is happening at this point in the story? Through whose eyes is the story told? Where in the book would you find ...? Where does the story take place? 	<ul style="list-style-type: none"> Can you find and highlight the word that is closest in meaning to ...? What is the meaning of the word ... in this sentence? Can you circle a word that means the same as ...? What other words could the author have used? Which word is a synonym / antonym of ...? What does this phrase ... mean? Which words give us the impression that the main character is ...? Which words give us the impression that the setting is ...? Which words give us the impression that the mood is ...? Why did the author use the word ... to describe ...? How do these words make the reader feel ...? 	<ul style="list-style-type: none"> Which words give you the impression that ...? How does this paragraph suggest ...? How do the descriptions of ... show ...? How can you tell that ...? How do you think ... feels about ...? What can you tell about ... from their appearance? Why do you think the author chose this setting? How does the front cover give us clues about the text? What does this paragraph suggest will happen next? What makes you think this? How do you think ... will react to this situation? What do we need to know in order to ...? What do you think is likely to happen when ...? 	<ul style="list-style-type: none"> What is the main point in this paragraph? Can you describe what has happened in this chapter? Can you describe what happened in three sentences? Is there anything you know now that you didn't know before? What moment do you remember most from ...? Which of the following would be the most suitable summary of the whole text? Based on what you have read, what does the last paragraph suggest might happen next? 	<ul style="list-style-type: none"> The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the theme underneath the story? Does this story have a moral / message? Which is the most important part of the story? Justify your choice. Compare how the characters are reacting to this problem. Who deals best with the situation? What does the author want you to feel after reading this story? What is the author's point of view? How does the author engage the reader? How has the author organised the text? Why? How does the structure of this text help us? In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text
ANSWER STEMS	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> The answer is ... This tells me ... It is important because ... The story is ... He/she is ... It was ... 	<ul style="list-style-type: none"> This word suggests that .. This word tells you that ... This sentence means ... This phrase means ... This description shows me that ... 	<ul style="list-style-type: none"> I think ... because ... This suggests ... I know this because ... I can tell that ... due to ... The impression I get is ... as it says ... In the text it says ... which makes me think ... The evidence suggests that ... 	<ul style="list-style-type: none"> In this text ... This text is about ... The main event is ... This story involves ... 	<ul style="list-style-type: none"> I believe that ... In my opinion ... Using evidence from the text, I would suggest that ... It would appear that ... The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover 	<ul style="list-style-type: none"> Write 3 facts about a character / setting. Complete the table of facts / events Create / answer a 'True or False' grid about the book Write 5 quiz questions to ask someone about the book. Match the picture to the description 	<ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	<ul style="list-style-type: none"> Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish a character's sentence Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel. 	<ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why 	<ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features.

LSPPS ENGLISH SPINE – YEAR 5

TOPIC	Life Cycles	Invaders and Settlers Lichtenstein	Earth and Space Materials, Mixtures and Madness.	The World Around Us	May the Force Be with You Romans	Cool Kids.
MAIN FOCUS	<u>SCIENCE</u>	<u>HISTORY</u>	<u>SCIENCE/ HISTORY</u>	<u>GEOGRAPHY</u>	<u>HISTORY</u>	
BIG QUESTION	<i>Why</i>					
CORE TEXT	The Lion the Witch and the Wardrobe by CS Lewis (Lit Shed VIPERS Unit) Skellig by David Almond	War games by Michael Foreman. Cliff-hanger- Jaqueline Wilson.	World around us (CC link)	Environmental report. (Magazine) Extraordinary Files- Rising Stars	Granny Ting Ting- Patrice Lawrence. Bamba Beach- Pratima Mitchell	Greek Myths by Marcie Williams. The wooden Horse by Geraldine McCauhrean.
CLASS NOVEL	Boy at the Back of the Class - (Lit Shed VIPERS Unit)	Goldfish Boy	The Boy who fooled the World	Fantastic Journey – Gerald Durell	Fantastic Flying Journey - Gerald Durrell	Silver Sword - Michael Morpurgo
WRITING PURPOSE & MAIN TASKS OTHER TASK IDEAS	WRITING TO ENTERTAIN ▪ Story set within a historical setting. ▪ Film/playscripts. ▪ Dialogue ▪ Instructions	WRITING TO ENTERTAIN ▪ Story following the style of Quest/theme. ▪ Reports ▪ Character descriptions	WRITING TO INFORM ▪ Information booklets. ▪ Non-chronological report. ▪ Wanted Posters ▪ Eye-witness accounts	WRITING TO PERSUADE ▪ Speech – Why we should protect the environment/ ▪ Is there life on other planets? ▪ Adverts ▪ Posters ▪ Reports ▪ Sci-fi stories	WRITING TO DISCUSS ▪ Balanced Argument- cultural ▪ Stories from other cultures ▪ Fact files ▪ Recount – diaries of life in another country.	WRITING TO INFORM ▪ Explanation – How myths became ▪ Writing of a myth ▪ Biography- Greek hero. ▪ Fact Files
		WRITING POETRY ▪ Narrative Poems <u>The Illiad</u> / Oxford Treasury of children's poems.		WRITING POETRY ▪ Cinquain Poems ▪ Nonsense Poems <u>Earth</u> by Tyler Tacaks		WRITING POETRY ▪ Free Verse <u>Peace and Quiet</u> by Nadia Phillips

LSPPS WRITING PROGRESSION – YEAR 5

NC 2014 PROGRESSION

Y5	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Use further prefixes and suffixes: <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in -fer - prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs. - suffixes: -ate, -ise, -ify to convert nouns into adjectives. Spell some words with silent letters Spell words with hyphens. Continue to distinguish between homophones and other words, which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: <ul style="list-style-type: none"> - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary Use a thesaurus Apply rules from Spelling Progression – Y5 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research Consider how authors have developed characters and settings Select appropriate grammar and vocabulary to enhance and clarify meaning Describe setting, characterisation and atmosphere Integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion within/across paragraphs. Use further organisational and presentational devices to structure text and guide the reader Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning Ensure consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> correct speech punctuation for all speech commas to clarify meaning or avoid ambiguity hyphens to avoid ambiguity brackets, dashes or commas for parenthesis colon to introduce a list or speech in playscripts semi-colons, colons or dashes to mark boundaries between independent clauses. bullet points for a list ellipsis Formal and informal vocabulary and structures including passive and subjunctive. Use perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. Use cohesive devices within a paragraph e.g. then, after that, this, firstly. Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before).

LSPPS PROGRESSION

Y5	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Move clauses and phrases around to create different effects. Use subordinating conjunctions to start sentences. Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas. Use drop-in '-ed' clauses e.g. <i>Poor Tom, frightened by the fierce dragon, ran home.</i> Use a range of phrases to open sentences. <p>Adding detail:</p> <ul style="list-style-type: none"> Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything Use rhetorical questions for effect Use of stage directions in speech (speech + verb + action_ e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i> Use colons and semi-colons to punctuate complex lists e.g. <i>They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag.</i> <p>Exciting Sentences:</p> <ul style="list-style-type: none"> 3-ed ~ Emotion , ... ~ Noun, who, which, where ~ -ing , -ed 	<ul style="list-style-type: none"> Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (WW2) Use verbs appropriate to the genre e.g. 'marched' rather than 'walked' Use figurative language to make writing more descriptive: <ul style="list-style-type: none"> - metaphor - personification - onomatopoeia Use adjectives ending in -ed e.g. overwhelmed, astounded, perplexed Tier 2 Vocabulary – Y5 	<ul style="list-style-type: none"> Use expanded – ed clause followed by a comma e.g. <i>Frightened of the dark, Tom hid under the bed all night.</i> Develop fronted prepositional phrases e.g. <ul style="list-style-type: none"> - Somewhere nearby - Within walking distance <p style="text-align: center;">ISPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> ALL AAAWWUBBIS <p>Correlative:</p> <ul style="list-style-type: none"> not only ... but also so ... as <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. after a while, never before, sometime later 	<p>Simple Future</p> <ul style="list-style-type: none"> will + root verb To show something which hasn't yet happened e.g. He will walk to school <p>Modal verbs</p> <ul style="list-style-type: none"> Used for obligation and advice: <ul style="list-style-type: none"> - must, have to Used for predictions and inclinations: <ul style="list-style-type: none"> - will, won't, would, wouldn't Used for suggestions: <ul style="list-style-type: none"> - shall, shall not <p>Adverbials for possibility</p> <ul style="list-style-type: none"> surely, certainly, perhaps, obviously

LSPPS READING PROGRESSION – Y5

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	The Lion The Witch and the Wardrobe	Paperback – Chapter Book		Classic	
	Skellig	Paperback – Chapter Book			
	War Games	Paperback – Chapter Book			
	Cliff Hanger	Paperback – Chapter Book			
	World around us	magazine		Magazine publication	
	Extraordinary files	Paperback – Chapter Book			
	Granny Tin Ting	Paperback – Chapter Book			
	Bamba Beach	Paperback – Chapter Book			
	Greek Myths	Paperback – Chapter Book			
	The Wooden Horse.	Paperback – Chapter Book			
	Poetry Types: Narrative, Cinquain, Nonsense, Free Verse				

WORD READING:

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ate, -ise, -ify, -able, -ible, -ably, -ibly</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i> 	<ul style="list-style-type: none"> Read age-appropriate (Brown) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Brown, Black <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Confidently skim and scan and read before and after to retrieve information 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views Predictions supported by relevant evidence from the text Confirm and modify predictions as they read on Give one or two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text Use evidence from across larger sections of text Actively generate a variety of questions and adjust questions in light of evidence from the text. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make connections between information across the text and include this information in their written summaries 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Adults model use of critical thinking skills that take the discussion deeper and beyond the text

Y5 RESPONSES TO READING

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference ... Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> Who ...? What ...? When ...? Where ...? Why ...? How ...? Write down three things you are told about ...? What was revealed at the beginning / middle / end of the text? Which paragraph tells us about ...? Can you give two different reasons why ...? Which part of the story best describes the setting? Where in your local area is similar to the setting of this story? 	<ul style="list-style-type: none"> What do the words ... and ... imply about the character / setting / mood? Which word tells you ...? Which key word tells you the most about the character / setting / mood? Why did the author use ... instead of ...? The author describes the main character as ... What other word could have been used instead? What words does the author use to make the reader feel ... in this part of the story? What do phrases such as ... tell you about ...? How has the writer made you feel happy / sad / angry / frustrated etc? Which words in this paragraph do you think are the most important? Why? What was the effect of the simile in this section of the story? 	<ul style="list-style-type: none"> Who is telling the story? Explain what ... suggests about ... How can you tell that ...? Why did ... happen? What evidence is there that ...? Find and copy a group of words which show that ... Why do you think that ... felt the way they did? What does the description tell you about the object? Why did ... choose to ...? What conclusions did ... come to? How do these words make the reader feel ...? How does this paragraph suggest ...? How do the descriptions of ... show that they are ...? What voice might these characters use? How is ... like someone you know? Do you think they will react in the same way? 	<ul style="list-style-type: none"> Can you number these events 1-6 in the order that they happened? Sort the information in these paragraphs. Do any of them deal with the same information? Which section of the text is written to inform readers that ... Which is the most important part in these paragraphs? How many times is it mentioned? What sticks most in your mind about ...? Can you write a sub-heading for each paragraph? 	<ul style="list-style-type: none"> Find and copy a phrase that implies that the character / setting / atmosphere is ... How can you tell that this character would / wouldn't be a character in the story ...? Find and copy and example of a simile used in the text. How does the simile ... add meaning? Do you think the author chose the best chapter headings? What could they have chosen instead? What alternative sub-headings could you use in this text? Why has the writer organised the text in this way? What is the purpose of this text feature? Is the use of ... effective? What effect does ... have on the audience? How are these sections linked?
ANSWER STEMS	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> The answer is ... This tells me ... It is important because ... The story is ... He/she is ... It was ... 	<ul style="list-style-type: none"> This word suggests that .. This word tells you that ... This sentence means ... This phrase means ... This description shows me that ... 	<ul style="list-style-type: none"> I think ... because ... This suggests ... I know this because ... I can tell that ... due to ... The impression I get is ... as it says ... In the text it says ... which makes me think ... The evidence suggests that ... 	<ul style="list-style-type: none"> In this text ... This text is about ... The main event is ... This story involves ... 	<ul style="list-style-type: none"> I believe that ... In my opinion ... Using evidence from the text, I would suggest that ... It would appear that ... The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library 	<ul style="list-style-type: none"> Draw a timeline of the events in the character's life. Did the events take place in the order in which we're told them? Create a list of key words from the story to make a glossary for the book Write instructions for how to do an activity. Tick each row to say if it is fact or opinion. 	<ul style="list-style-type: none"> Create a calligram of the mood of the paragraph using synonyms of the words written Use a thesaurus to find alternative words to the ones used by the author to create atmosphere Explain what the specific choice of adverb tells us about a character 	<ul style="list-style-type: none"> Write a telephone conversation between two characters from the story. Write a letter from one character in the story to another Draw a bar chart to show the character's emotion in each chapter Draw a picture to show the turning point in the main character's life 	<ul style="list-style-type: none"> Make a table / chart to show the information in these paragraphs. Write a fact file containing the main ideas from the book. Re-write the story in your own words. Summarise the whole book in 100 words or less 	<ul style="list-style-type: none"> Label each part of a non-fiction text. What would happen if ... was missing? Draw the photo / diagram to go with a non-fiction text. Rank the text features in order of importance – diamond nine. Create a quiz about the book using different organisational features.

LSPPS ENGLISH SPINE – YEAR 6

TOPIC	Grand Prix Mountains	Mayans Body Bits	The Stone Age Edvard Munch	Jurassic Park	Romans North South America	Light and Shadow
MAIN FOCUS	<u>DT/GEOGRAPHY</u>	<u>HISTORY/SCIENCE</u>	<u>HISTORY</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>	<u>SCIENCE</u>
BIG QUESTION						
CORE TEXT	Balanced arguments (links with topic on environments)	Classic Fiction- Literature set in another time.	Persuasion: A Formal Review Information text hybrid	Using film as inspiration for writing: Alma Older literature	Wreck of the Zanzibar The Giants Necklace	
CLASS NOVEL	Kensuke Kingdom (Lit Shed Writing Unit)	Hitler Stole Pink Rabbit	Street Child- Berlie Doherty (Lit Shed Writing Unit)	Nowhere Emporium- Ross McKenzie(Lit Shed Writing Unit)	No Ballet shoes in Syria- Catherine Burton The Arrival- Sean Tan	Wolves of Willoughby Chase – Joan Aitkin Room 13 Robert Swindles (Lit Shed writing Unit)
WRITING PURPOSE & MAIN TASKS OTHER POSSIBLE TASKS	WRITING TO DISCUSS	WRITING TO ENTERTAIN	WRITING TO PERSUADE	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO INFORM
		<ul style="list-style-type: none"> Settings Diary entry. Historical setting descriptions 	<ul style="list-style-type: none"> Campaign – Persuasive writing-. Leaflets Letters 	<ul style="list-style-type: none"> Fear/Flashback story Diary Entries Character description. Newspaper reports Dialogue Playscript 	<ul style="list-style-type: none"> Autobiography/ Biography – Charles Darwin Information writing Character point of view Sort stories with Flashbacks. News Report – Darwin Biography – Recount travels 	<ul style="list-style-type: none"> Non-Chronological Report - Desert Biome Diary entry Postcards Persuasive Letters
		WRITING POETRY	WRITING POETRY	WRITING POETRY		WRITING POETRY
		<ul style="list-style-type: none"> Imagery Songs & Lyrics 	Classic poetry	Classic narrative poetry.		<ul style="list-style-type: none"> Narrative Poems

LSPPS WRITING PROGRESSION – YEAR 6

NC 2014 PROGRESSION

Y6	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Use further prefixes and suffixes: <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in -fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives. Spell some words with silent letters Spell words with hyphens. Continue to distinguish between homophones and other words, which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: <ul style="list-style-type: none"> - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary Use a thesaurus Apply rules from Spelling Progression – Y6 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed. Recognise when to use an unjoined style: <ul style="list-style-type: none"> e.g. for labelling a diagram e.g. writing an email address or for algebra e.g. capital letters for filling in a form Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> Writing is appropriate to the audience and purpose. Writing uses the appropriate form. Develop characterisation, setting and atmosphere. Dialogue used to develop character and advance action. Select appropriate grammar and vocabulary to enhance and clarify meaning. Build cohesion within and across paragraphs. Organisational and presentational devices used to structure writing and guide the reader. Assess the effectiveness of their own and others' writing. Verb tense is consistent and correct throughout. Subject and verb agreement is accurate. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> correct speech punctuation for all speech commas to clarify meaning or avoid ambiguity hyphens to avoid ambiguity brackets, dashes or commas for parenthesis colon to introduce a list or speech in playscripts semi-colons, colons or dashes to mark boundaries between independent clauses. bullet points for a list ellipsis Formal and informal vocabulary and structures including passive and subjunctive. Use perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. Use cohesive devices within a paragraph e.g. then, after that, this, firstly. Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).

SCHOOL PROGRESSION

Y6	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional Use two coordination conjunctions with three main clauses Use a coordinating and subordinate conjunction with two main and one subordinate clause Use expanded noun phrases e.g. <i>The wicked witch, who crashed her broom, is over there, feeling dazed.</i> Use colons to link related causes (because) e.g. <i>England was a good country to invade : it had plenty of useful land.</i> Use semi-colon to mark the boundary between related clauses (but) e.g. <i>Some argue football is the best sport ; others say that it's cricket.</i> <p>Adding detail:</p> <ul style="list-style-type: none"> Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such Use of question tags for informality e.g. <i>He's in your class, isn't he?</i> Use of ellipsis to create suspense and to show missing words in a quote. Use of repetition for effect in persuasion, suspense and emphasis. Mixture of active and passive verbs e.g. <i>The boy kicked the ball / The ball was kicked by the boy.</i> Use of the subjunctive in very formal writing e.g. <i>If I were you.</i> <p>Exciting Sentences:</p> <ul style="list-style-type: none"> De : De ~ Some ; others ~ Imagine 3 examples ~ 3 bad - 	<ul style="list-style-type: none"> Full use of technical and subject specific language Use formal language e.g. discover, request, enter Use of collective nouns Use of hyphens for compound words to avoid ambiguity e.g. man-eating-shark Tier 2 Vocabulary – Y6 	<ul style="list-style-type: none"> Use a mixture of sentence openers to indicate time, reason, manner and place: <ul style="list-style-type: none"> - Words ending -ing - Similes using 'as ... as' and 'like' - Prepositional phrases - Adverbials - Conjunctions - Words ending -ed <p style="text-align: center;">ISPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> ALL AAAWWUBBIS <p>Correlative:</p> <ul style="list-style-type: none"> whether ... or <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. beforehand, nowadays, subsequently 	<p>Future progressive</p> <ul style="list-style-type: none"> will be + 'ing' form of verb To show something will be happening continually e.g. <i>I He will be walking to school</i> <p>Future perfect</p> <ul style="list-style-type: none"> will have + past participle of verb To show something will be happening at an unspecified time e.g. <i>He will have walked to school</i> Use of all 9 verb tenses Use full range of modal verbs Use full range of adverbials for possibility

LSPPS READING PROGRESSION – Y6

LSPPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
Poetry Types: Metaphor, Personification, War, Narrative					

WORD READING:

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <ul style="list-style-type: none"> -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i> 	<ul style="list-style-type: none"> Read age-appropriate (Black) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Black <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views Confirm and modify predictions in light of new information Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on indirect clues 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion beyond the text

Y6 RESPONSES TO READING

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference ... Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> Who ...? What ...? When ...? Where ...? Why ...? How ...? Whose perspective is the story told from? What was revealed at ... in the story? Why did ... feel they had to ...? Which of these drawings best represents the ...? What did ... have to do in order to ...? What helped ... to ...? Look at the paragraph beginning ... What conclusion does ... draw from this? Where in the book would you find? What can you learn about ... from this section? Give one example of ... 	<ul style="list-style-type: none"> Find and copy a word that suggests ... Can you suggest and adverb to show how the main character did ...? How has the author's choice of words created the feeling ...? What do you think the writer is saying when they ...? What does that imply / suggest / indicate about ...? Find two or three ways that the writer tells you the ... is ... By writing a line in this way, what effect has the author created? In the story, why does the author mention ... a lot? What do you think the writer meant by ...? Why do you think the author chose the words ...? "Quote". Give two impressions this gives you of ... Has the writer been successful in their purpose or use of language? 	<ul style="list-style-type: none"> Would the story be different if it was told from ... point of view? How? According to the evidence in text, how did ... happen? What are three ways that ... shows ...? How is ... portrayed ...? What does this paragraph tell you about the character of ...? The character did not seem to be ... How can you tell this from their actions? "Quote" This tells us that at the end / beginning of the story, ... felt that ... Do you think the choice of setting will influence how the plot develops? Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? Which stories have openings like this? Do you think this one will develop in the same way? 	<ul style="list-style-type: none"> Number the paragraph summaries 1-6 to show the order in which they appear in the text. Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. Summarise the main things you have learned from this book. Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. Re-write a section of the book as a play script or a text for younger children. 	<ul style="list-style-type: none"> Is the author trying to get you to agree with their point of view? How do you know? Why is ... a crucial character in the story? Compare two settings in the story. Why are they both significant? Find and copy and example of a metaphor / personification used in the text. How does the metaphor ... add meaning to the text? How does the personification ... add meaning? Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? In what ways do the illustrations support the instructions? How could this text be improved? Who do you think this information is for? In which text type would you normally find a ...?
ANSWER STEMS	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> The answer is ... This tells me ... It is important because ... The story is ... He/she is ... It was ... 	<ul style="list-style-type: none"> This word suggests that .. This word tells you that ... This sentence means ... This phrase means ... This description shows me that ... 	<ul style="list-style-type: none"> I think ... because ... This suggests ... I know this because ... I can tell that ... due to ... The impression I get is ... as it says ... In the text it says ... which makes me think ... The evidence suggests that ... 	<ul style="list-style-type: none"> In this text ... This text is about ... The main event is ... This story involves ... 	<ul style="list-style-type: none"> I believe that ... In my opinion ... Using evidence from the text, I would suggest that ... It would appear that ... The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library 	<ul style="list-style-type: none"> Speedometer summary. Complete the chart matching the details / events. 	<ul style="list-style-type: none"> Compare two texts and explain which one is best. Continue the description in the style of the author. 	<ul style="list-style-type: none"> Write an internal monologue from the perspective of the main character. Create an emotions mind map for the main character Create some character Top Trump cards 		<ul style="list-style-type: none"> Text analysis and annotation. Tick the box to show what it is being compared to.

SPELLING PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
NC <ul style="list-style-type: none"> sounds ff, ll, ss, zz, ck sound spelt n before k -tch 'v' sound at end of words ai oi ay oy a—e—e—e—i—e—o—e—u—e ar ee ea (sea) ~ ea (head) er (her) ~ er (better) ir ur oo (food) ~ oo (book) oa oe ou ow (now) ~ ow (own) ue (blue) ew (new) ie (lie) ~ ie (chief) igh or ore aw au air ear (dear) ~ aer (bear) are words ending -y ph wh k (kit) 	NC (NNS): <ul style="list-style-type: none"> 'ge', 'dge', 'j' 'c' before 'e', 'i' and 'y' 'kn' and 'gn' at start of words 'wr' at start of words '-le', '-el', '-al', '-il' endings 'y' at end of words '-es' to words ending 'y' 'a' before 'l' and 'll' '-ey' (key) 'a' after 'w' and 'qu' 'or' after 'w' (word) 'ar' after 'w' (war) '-tion' (station) 'o' (other) (not NNS) 's' (treasure) (not NNS) 	NC (NNS): <ul style="list-style-type: none"> prefixes: un-, dis-, mis-, sub-, tele-, super-, auto- suffixes: -ness, -ful, -less, -ly double last letter before adding -ing, -er, -ed 'y' sounding 'i' 'ou' words suffix '-ly' 'k' sound spelt 'ch' 'sh' sound spelt 'ch' '-gue' and '-que' endings 'ei', 'eigh', 'ey' sounding 'ay' 	NC (NNS): <ul style="list-style-type: none"> prefixes: in-, im-, ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter- suffixes: -ing, -er, -en, -ed, -ly, -ation, -ous '-sure' and '-ture' endings 'shun' sound spelt: '-sion', '-ssion', '-tion', '-cian' 's' spelt 'sc' 'gu-' words 	NC (NNS): <ul style="list-style-type: none"> suffixes: -ate, -ise, -ify words ending: -able, -ible, -ably, -ibly add suffixes beginning with vowel letters to words ending in '-fer' words with the 'ee' sound spelt 'ei' after 'c' words containing 'ough' words with silent letters homophones and other words that are often confused 	NC (NNS): <ul style="list-style-type: none"> words ending: -cious, -tious words ending: -cial, -tial words ending: -ant, -ance, -ancy, -ent, -ence, -ency words ending: -able, -ible, -ably, -ibly add suffixes beginning with vowel letters to words ending in '-fer' homophones and other words that are often confused
	Homophones: be/bee ~ see/sea ~ blue/blew ~ flour/flower ~ bare/bear ~ one/won ~ sun/son ~ saw/sore ~ hole/whole ~ to/too/two night/knight ~ quite/quiet	Homophones: by/buy/bye ~ there/their/they're ~ your/you're ~ which/witch ~ brake/break ~ grate/great ~ ate/eight ~ wait/weight ~ hear/hear ~ heard/herd ~ knot/not ~ meat/meet ~ missed/mist ~ right/write ~ lead/led ~ fair/fare ~ mail/male ~ main/mane ~ steal/steel ~ passed/past ~ scene/seen ~ peace/piece ~ heal/heel/he'll ~ aloud/allowed ~ rain/rein/reign	Homophones: guessed/guest ~ ball/bawl ~ weather/whether ~ medal/meddle ~ threw/through ~ who's/whose ~ root/route ~ side/sighed ~ wood/would ~ stake/steak ~ berry/bury ~ board/bored ~ draft/draught ~ fort/fought ~ caught/court	Homophones: beach/beece ~ plain/plane ~ coarse/course ~ hoard/horde ~ bridal/bride ~ altar/alter ~ affect/effect ~ aisle/isle ~ cereal/serial ~ throne/thrown ~ farther/father ~ morning/mourning pedal/peddle ~ groan/grown ~ check/cheque ~ bald/bawled ~ foreword/forward ~ bazaar/bizarre ~ rung/wrung ~ billed/build	Homophones: advice/advise ~ device/devise ~ licence/license ~ practice/practise ~ prophecy/prophesy ~ complement/compliment ~ desert/dessert ~ principal/principle ~ stationary/stationery ~ profit/prophet ~ ascent/assent ~ descent/dissent ~ muscle/mussel precede/proceed ~ marshal/martial
	Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Y3/4 Word List: appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, Earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women	Y3/4 Word List: accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight	Y5/6 Word List: accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, foreign, forty, frequently, government, identity, immediate, immediately, individual, interrupt, lightning, neighbour, occupy, occur, opportunity, parliament, persuade, programme, queue, recognise, recommend, rhyme, rhythm, secretary, shoulder, suggest, symbol, system, variety, vegetable	Y5/6 Word List: accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, nuisance, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, sacrifice, signature, sincere(ly), soldier, stomach, sufficient, temperature, thorough, twelfth, vehicle, yacht
Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Contractions: can't ~ didn't ~ hasn't ~ couldn't ~ it's ~ I'll ~ I'm ~ they're ~ couldn't ~ wouldn't ~ shouldn't	Contractions: isn't ~ won't ~ don't ~ doesn't ~ I've ~ you've ~ she's ~ there's ~ we'll ~ we're ~ hadn't ~ they'll ~ she'll ~ aren't ~ they've ~ weren't ~ mustn't ~ haven't ~ where's ~ you'll			

VOCABULARY PROGRESSION

NC English Key Vocabulary

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ finger space ▪ letter ▪ word 	<ul style="list-style-type: none"> ▪ letter ▪ sound ▪ word ▪ singular ▪ plural ▪ punctuation ▪ capital letter ▪ full stop ▪ question mark ▪ exclamation mark 	<ul style="list-style-type: none"> ▪ noun ▪ noun phrase ▪ statement ▪ question ▪ exclamation ▪ command ▪ compound ▪ adjective ▪ verb ▪ suffix ▪ adverb ▪ tense (past, present) ▪ apostrophe ▪ comma 	<ul style="list-style-type: none"> - adverb - preposition - conjunction - word family - prefix - clause - subordinate clause - direct speech - consonant - vowel - inverted commas 	<ul style="list-style-type: none"> - determiner - possessive pronoun - adverbial 	<ul style="list-style-type: none"> ▪ modal verb ▪ relative pronoun ▪ relative clause ▪ parenthesis ▪ bracket ▪ dash ▪ cohesion ▪ ambiguity 	<ul style="list-style-type: none"> ▪ subject ▪ object ▪ active ▪ passive ▪ synonym ▪ antonym ▪ ellipsis ▪ hyphen ▪ colon ▪ semi-colon ▪ bullet points

LSPPS Tier 2 Vocabulary

- These words have been selected due to the appropriateness for each year group in addition to matching them with the topics and themes studied in each year group.

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6

CONJUNCTIONS & ADVERBIALS PROGRESSION

- The conjunctions and adverbials progression document has been created in line with the NC English Programme of Study, the appropriateness of the language choice for each year as well as the topics and themes studied in each year group.
- The vocabulary in each box will be learnt/used in each that group when writing to entertain, writing to inform, writing to persuade and writing to discuss.
- Vocabulary from subsequent year groups, as well as vocabulary not shown on the lists, may be used if deemed appropriate for the task.
- Vocabulary previously learnt will be revisited in subsequent year groups.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
Conjunctions	Co- ordinating: (FANBOYS) <ul style="list-style-type: none"> ▪ and, but Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> ▪ because 	Co- ordinating: (FANBOYS) <ul style="list-style-type: none"> ▪ so, or Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> ▪ if, after, that, before 	Co- ordinating: (FANBOYS) <ul style="list-style-type: none"> ▪ for, nor, yet Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> ▪ although, while, until Correlative: <ul style="list-style-type: none"> ▪ either ... or ▪ neither ... nor 	Co- ordinating: (FANBOYS) ALL Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> • as, when, since Correlative: <ul style="list-style-type: none"> ▪ both ...and • so ... as 	Co- ordinating: (FANBOYS) <ul style="list-style-type: none"> ▪ ALL Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> ▪ ALL Correlative: <ul style="list-style-type: none"> ▪ not only ... but also, 	Co- ordinating: (FANBOYS) <ul style="list-style-type: none"> ▪ ALL Subordinating: (AAAWWUBBIS) <ul style="list-style-type: none"> ▪ ALL Correlative: <ul style="list-style-type: none"> • whether ... or
Connectives Conjunctions ~ Adverbs ~ Adverbial Phrases ~ Prepositions ~ Noun phrases			Addition/Reinforcing: <ul style="list-style-type: none"> ▪ also ▪ as well as Opposition: <ul style="list-style-type: none"> • as long as • however • instead of • unless • unlike Cause & Effect: <ul style="list-style-type: none"> • because of this • in order to • so that Explaining/Listing: <ul style="list-style-type: none"> • for example • in conclusion • such as • certainly • clearly 	Addition/Reinforcing: <ul style="list-style-type: none"> ▪ in addition ▪ in the same way ▪ just as ▪ one reason is Opposition: <ul style="list-style-type: none"> • even though • for instance • in contrast • on the other hand • otherwise Cause & Effect: <ul style="list-style-type: none"> • as a result of • therefore • this causes • this results in Explaining/Listing: <ul style="list-style-type: none"> • a few • first of all • for instance • in the end we concluded • most • most importantly • surely • probably 	Addition/Reinforcing: <ul style="list-style-type: none"> • a further point • equally • in the same way • likewise, • many people believe Opposition: <ul style="list-style-type: none"> • alternatively • despite • rather than • the main reasons against • whereas Cause & Effect: <ul style="list-style-type: none"> • as a consequence • consequently • hence • due to the fact Explaining/Listing: <ul style="list-style-type: none"> • after much thought • importantly • in other words • in summary • of course • the main reason for this • the majority • definitely • obviously 	Addition/Reinforcing: <ul style="list-style-type: none"> • additionally • furthermore • moreover • similarly, • this is an important issue because Opposition: <ul style="list-style-type: none"> • compared with • contrary to • conversely • in spite of this • looking at it another way • nevertheless Cause & Effect: <ul style="list-style-type: none"> • accordingly • owing to • thus • resulting in Explaining/Listing: <ul style="list-style-type: none"> • as revealed by • evidently • inevitably • for this purpose • the evidence suggests • that is to say • undoubtedly

Adverbials of time	<ul style="list-style-type: none"> ▪ first ▪ firstly ▪ last ▪ next ▪ second ▪ then ▪ at first 	<ul style="list-style-type: none"> ▪ after ▪ before ▪ during ▪ earlier ▪ eventually ▪ finally ▪ later ▪ at last ▪ in the end ▪ the next day ▪ on Tuesday 	<ul style="list-style-type: none"> - afterwards - always - early - soon - tomorrow - until - when - while - yesterday ▪ in the morning - later that day 	<ul style="list-style-type: none"> • already • immediately • initially • meanwhile • once • sometimes • whenever • a few days ago - before long - in January • in the beginning • next year 	<ul style="list-style-type: none"> • after a while ▪ as soon as she could ▪ at that point • in the beginning • in the blink of an eye • in the mean time ▪ never before • several hours later • sometime later • up to that time ▪ within moments 	<ul style="list-style-type: none"> - beforehand - during the night - for the last - in due course - in recent times - nowadays - previously to - rarely before now <p>since she had been</p> <ul style="list-style-type: none"> - since the start of - subsequently - when the world was
Adverbials of frequency	<ul style="list-style-type: none"> ▪ again ▪ every day ▪ every week 	<ul style="list-style-type: none"> ▪ always ▪ at times ▪ every now and then - every second ▪ often ▪ on Mondays ▪ usually 	<ul style="list-style-type: none"> ▪ from time to time - hourly - monthly - never - rarely - sometimes - weekly 	<ul style="list-style-type: none"> • generally • normally • once a month • once in a while • recently - regularly • twice a year 	<ul style="list-style-type: none"> • constantly • frequently • increasingly - infrequently - nearly always • occasionally • repeatedly 	<ul style="list-style-type: none"> - fortnightly - intermittently - recurrently - routinely - scarcely ever - seldom - several times a second
Adverbials of manner	<ul style="list-style-type: none"> - gladly - loudly - quickly - sadly - slowly - suddenly - as quick as a flash - as brave as a lion 	<ul style="list-style-type: none"> - bravely - carefully - cheerfully - cruelly - foolishly - nervously - safely - shyly - silently - weakly - as silently as - as bravely as - like a 	<ul style="list-style-type: none"> - angrily - basically - dramatically - fortunately - gently - hungrily - luckily - merrily - mysteriously - rapidly - simply - as soon as - as a result of 	<ul style="list-style-type: none"> ▪ accidentally ▪ busily ▪ courageously ▪ curiously ▪ frantically ▪ humbly ▪ nobly ▪ noisily ▪ obviously ▪ possibly ▪ unfortunately ▪ holding her head ▪ laughing uncontrollably ▪ without a sound 	<ul style="list-style-type: none"> ▪ anxiously ▪ awkwardly ▪ naturally ▪ solemnly ▪ ultimately ▪ unexpectedly ▪ frightened of ▪ frustrated by ▪ hearing the ▪ horrified by ▪ knowing that ▪ relieved that • without a thought ▪ worrying about 	<ul style="list-style-type: none"> ▪ almost unbelievably ▪ barely alive ▪ captivated by ▪ completely exhausted ▪ contrary to her beliefs ▪ decidedly unimpressed ▪ definitely confused ▪ discouraging the need ▪ much admired by ▪ obviously angry ▪ satisfying her curiosity ▪ somewhat flustered ▪ soothed by ▪ totally overwhelmed
Adverbials of place	<ul style="list-style-type: none"> ▪ above ▪ down ▪ in ▪ inside ▪ into ▪ onto ▪ out ▪ outside ▪ to ▪ under ▪ up 	<ul style="list-style-type: none"> ▪ across <ul style="list-style-type: none"> ○ after ○ around ○ before ○ behind ○ below ○ here ○ next to ○ outside ○ over ▪ above the ... ▪ behind the ... ▪ under the ... 	<ul style="list-style-type: none"> ▪ alongside ▪ beneath ▪ between ▪ beyond ▪ far and wide ▪ far away <ul style="list-style-type: none"> ○ following ○ opposite ▪ through ▪ underneath ▪ around the ... ▪ by the side of ... ▪ in front of ... ▪ in place of ... ▪ over the ... <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> ▪ at (e.g. at first sight) ▪ in (e.g. in a flash) ▪ on (e.g. on fire) 	<ul style="list-style-type: none"> ▪ about ▪ beside ▪ nearby ▪ overhead ▪ towards ▪ upon ▪ upstairs ▪ within ▪ back at the ... ▪ between the ... ▪ beyond ... ▪ deep below ... ▪ down by the ... ▪ in the distance ... ▪ inside the ... <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> ▪ at (e.g. at all costs) ▪ in (e.g. in a mess) ▪ on (e.g. on display) 	<ul style="list-style-type: none"> ▪ aboard ▪ against ▪ amongst ▪ past ▪ throughout ▪ wherever ▪ ahead of ... ▪ everywhere around ... ▪ far beyond ... ▪ in a dark and dusty ... ▪ North of ... ▪ on a ruined ... ▪ opposite to the ... ▪ somewhere near ... ▪ within walking distance ... <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> ▪ at (e.g. at a guess) ▪ in (e.g. in a temper) ▪ on (e.g. on behalf of) ▪ by (e.g. by mistake) ▪ for (e.g. for good reason) 	<ul style="list-style-type: none"> ▪ amid ▪ astride ▪ atop ▪ excluding ▪ aside from ... ▪ at the ▪ by way of ... ▪ between the ... ▪ far beneath the ... ▪ on a disused ... ▪ out of place ... ▪ South-West of ... ▪ throughout the ... ▪ towards the centre of ... ▪ within the depths of ... <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> ▪ at (e.g. at a price) ▪ in (e.g. in abundance) ▪ on (e.g. on approval) ▪ by (e.g. by all means) ▪ for (e.g. for granted)

EXCITING SENTENCES PROGRESSION

Y2	Y3	Y4	Y5	Y6
<p>2Ad</p> <p>Two adjectives before the first noun and two adjectives before the second noun.</p> <p><i>E.g. It was an old, creepy house with an overgrown, untidy garden.</i></p>	<p>B.O.Y.S</p> <p>A two-part sentence using but, or, yet, so.</p> <p><i>E.g. She was happily playing a game but got upset when she lost.</i> <i>Mr File was hungry so he ate all the chocolate biscuits.</i></p>	<p>Verb, person</p> <p>Verb followed by a comma and then a name or a personal pronoun followed by the rest of the sentence.</p> <p><i>E.g. Running, Sarah almost tripped over her own feet.</i></p>	<p>3-Ed</p> <p>Start with 3 adjectives that end in –ed and describe emotions. The –ed words must be followed by commas.</p> <p><i>E.g. Dazed, confused, worried, he ran as fast as he could.</i></p>	<p>De : De</p> <p>Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail</p> <p><i>E.g. I was exhausted : I hadn't slept for more than two days..</i></p>
<p>List</p> <p>List 3 or 4 adjectives before the noun, separated by commas. Use and to join the last two adjectives.</p> <p><i>E.g. The man wore a long, ripped, oversized and dirty cloak.</i></p>	<p>P.C</p> <p>Paired conjunctions. Sentences where some words need another word in order to make sense.</p> <p><i>E.g. It was both hot and sunny in the desert.</i> <i>Neither friends nor family would ever make her happy</i></p>	<p>2 pairs</p> <p>Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by and.</p> <p><i>E.g. Scared and upset, exhausted and hungry, they ran as fast as they could through the forest.</i></p>	<p>Noun, who. which. where,</p> <p>Use commas to embed a relative clause in a sentence, add information that links and start the clause with who, which or where.</p> <p><i>E.g. Tom, who practiced football every day, dreamed of playing for Manchester United.</i></p>	<p>Some; others</p> <p>Begin with the word some and use a semi-colon to replace the word but.</p> <p><i>E.g. Some children walk to school; others travel by car. Some children love to wear a school uniform; others simply detest it.</i></p>
<p>Simile</p> <p>Must create a picture in the reader's mind using:</p> <ul style="list-style-type: none"> like . . . as . . . as <p><i>E.g. She was as cold as ice. She shivered like a leaf drifting through the woods on a cool autumn evening.</i></p>	<p>If, if, if, then</p> <p>Used at the beginning or end of a story. Use a comma after each clause.</p> <p><i>E.g. If I had remembered to set the alarm, if the cat hadn't knocked my cereal onto the floor, if the car would have started, then I wouldn't have been late for work.</i></p>	<p>Ad, same Ad</p> <p>Use the same adjective twice. Write the second adjective immediately after a comma.</p> <p><i>E.g. He was a caring man, caring because he looked after all the stray animals. It was a busy city, busy in a way that made you feel exhausted.</i></p>	<p>Emotion word,</p> <p>Emotion followed by a comma and then the actions that are caused by the emotion.</p> <p><i>E.g. Terrified, he sat rocking with his head in his hands. Exhausted, he collapsed onto his bed and fell fast asleep.</i></p>	<p>Imagine 3 examples</p> <p>Begin with 'Imagine' then describe 3 parts of something. Separate first 2 parts by commas and end the 3rd with a colon.</p> <p><i>E.g. Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.</i></p>
<p>Short</p> <p>1-3-word sentences possibly followed by an exclamation mark.</p> <p><i>e.g. He was tired.</i> <i>Everything failed!</i> <i>The ship exploded!</i> <i>What a mess!</i></p>	<p>Double LY ending</p> <p>End in 2 adverbs that add detail to, and describe how the verb was being done</p> <p><i>E.g. The competitive girl ran quickly and determinedly.</i> <i>Extend with an explanation e.g. as she knew she had to win the race.</i></p>	<p>The more, the more</p> <p>The first more should be followed by an emotion word and the second more should be followed by a related action.</p> <p><i>E.g. The more relaxed she was, the more she laughed.</i></p>	<p>-ing, -ed</p> <p>Begin with an -ing verb followed by a preposition and a comma and then an -ed verb and related action.</p> <p><i>E.g. Skipping down the road, he stopped suddenly as a car screeched to a halt beside him</i></p>	<p>3 bad – (dash) question</p> <p>3 negative adjectives followed by a dash then a question that relates to the 3 adjectives.</p> <p><i>E.g. Fed up, sad, depressed - would he ever feel happy again?</i> <i>Terrified, anxious, perplexed - how would she ever escape?</i></p>



YEAR GROUP WRITING MATS

Y1 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- house
- book
- table
- car
- dog

Proper:

- Tom
- Sam
- Somerford
- London
- England

Compound:

- football
- playground
- farmyard
- bedroom

TOP TIPS:

Make your nouns 'specific'

e.g.

- 'Ferrari' instead of 'car'
- 'Pug' instead of 'dog'

Pronouns

- I
- My

VERBS

Words that show an 'action'



- to watch
- to walk
- to shout
- to push
- to play
- to jump
- to twist
- to yawn
- to scream

- I am
- He is
- They are
- I have
- She has

Verb Tenses:

Simple Past

Shows something happened once

I watched a film.

He walked to school.

She pushed the swing.

Present Progressive

Shows something is continually happening

I am watching a film.

He is walking to school.

She is pushing the swing.

ADJECTIVES

Words that add detail to a noun



Appearance	bright dim fair	hairy light shiny
Personality	brave clever helpful	kind odd sneaky
Condition	bare best broken	hot neat soft
Good Feelings	calm dear excited	funny happy jolly
Bad Feelings	angry bossy lonely	rude scared unhappy
Shape	flat good high	near round thin
Size	big large long	short tiny wide

ADVERBS






Words that add detail to a verb



How?	gladly loudly quickly sadly slowly suddenly
When?	first firstly last next second then at first
How Often?	again every day every week
Where?	above down inside into onto outside under up

Y1 WRITING FEATURES

POWERFUL PUNCTUATION

	Spaces between words
	Start of a sentence People Places 'I' Days of the week
	End of a sentence
	Stop ! Help Me ! What a bad dog !
	Who ... ? What ... ? When ... ? Where ... ? Why ... ?

CLEVER CONJUNCTIONS

and	but	because
<p>fish <u>and</u> chips</p> <p>Tim <u>and</u> Sam</p> <p>I love fish <u>and</u> I love chips.</p> <p>I played Xbox <u>but</u> I didn't win.</p> <p>I eat peas <u>because</u> they are good for me.</p>		



SPELLING SUPERSTAR

a	are	ask	be	by
come	do	friend	full	go
has	he	here	his	house
I	is	love	me	my
no	of	one	once	our
pull	put	push	said	says
school	she	so	some	the
there	they	to	today	was
we	were	where	you	your

DAYS OF THE WEEK

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday		

NOUN PHRASES

a curly beard		some gold, shiny coins	
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SUPER SENTENCES

simple sentence	I shouted at the monster.
with noun phrase	I shouted at the <u>big, hairy</u> monster.
with -ly adverb	I shouted <u>loudly</u> at the big, hairy monster.
with preposition	I shouted loudly at the big, hairy monster <u>above</u> me.
with conjunction	I shouted loudly at the big, hairy monster outside my window <u>because</u> he scared me.

PERFECT PLURALS

-s	-es
two cups 	a pair of foxes 
my cars 	three watches 
blue birds 	dirty dishes 

SUPER SUFFIXES

Use -ing, -ed and -er to make new words		
playing	played	player
helping	helped	helper

PRECISE PREPOSITIONS

above	down	in
inside	into	on
onto	out	outside
to	under	up

TOP TIPS

Say your whole sentence out loud first.
Read it back to check that it makes sense and make changes.

Y2 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- hospital
- spaceship
- city
- transport
- journey

Proper:

- Christchurch
- Earth
- Vlad
- Pudding Lane
- Alice

Compound:

- cupboard
- handbag
- whiteboard
- superhero

TOP TIPS:

Make your nouns 'specific'

- 'daisy' instead of 'flower'
- 'Skittles instead of 'sweets'

Pronouns:

- he
- she
- we
- they
- it
- you

VERBS

Words that show an 'action'



- | | |
|------------|-------------|
| • to like | • I like |
| • to plant | • He likes |
| • to fly | • She likes |
| • to drop | • We like |
| • to move | • They like |
| • to tap | • You like |
| • to climb | |

Verb Tenses:

- **Simple Past**
Shows something happened once
They walked to school.
- **Past Progressive**
Shows something was continually happening
She was walking to school.
- **Simple Present**
Shows something happens now
He walks to school.
- **Present progressive**
Shows something is happening continually
I was walking to school.

ADJECTIVES

Words that add detail to a noun



Appearance	beautiful colourful sparkling	normal pretty strange
Personality	annoying busy caring	cheerful helpful lively
Condition	aged clear healthy	knobbly knotted wrecked
Good Feelings	bubbly faithful harmless	joyful playful trusty
Bad Feelings	clumsy dizzy grumpy	saddest worried wrong
Shape	closed curly little	wavy whole wrong
Size	enormous great half	massive narrow tall

ADVERBS






Words that add detail to a verb



How?	bravely cruelly safely shyly silently weakly	carelessly cheerfully foolishly helpfully hopelessly nervously
When?	after before during earlier eventually	finally later at last in the end the next day
How Often?	always often usually	at times every second on Mondays
Where?	around before below over next to	opposite outside above the behind the under the
How Much?	almost endless little lots	much some too very

Y2 WRITING FEATURES

POWERFUL PUNCTUATION

	Correct sized spaces between words
	Start of a sentence Proper nouns
	End of a sentence
	How exciting ! What a disaster !
	How ... ? Do ... ?

CLEVER CONJUNCTIONS

Coordinating			
and	but	or	so
He put on the special suit so he was protected in space.			

Subordinating

because	if	after
that	before	when
The baker was baking bread before the fire started.		

Correlative

either ... or
You can either have tea with the Mad Hatter or play games with the White Rabbit.

SPLENDID SPELLINGS

after	again	any,	bath	beautiful	because
behind	both	break	busy	child	children
Christmas	class	climb	clothes	cold	could
door	even	every	everybody	eye	fast
father	find	floor	grass	great	gold
half	hold	hour	improve	kind	last
many	mind	money	most	move	Mr
Mrs	old	only	parents	pass	past
path	people	plant	poor	pretty	prove
should	steak	sugar	sure	told	water
who	whole	wild	would		

AWESOME APOSTROPHES

For contraction		For singular possession	
didn't (did not)	hasn't (has not)	Megan's	The girl's
it's (it is)	I'll (I will)	The baker's	The animal's

SUPER SENTENCES

simple sentence	I flew to the planet.
with noun phrase	I flew to the enormous, beautiful planet.
with -ly adverb	Nervously , I flew to the enormous, beautiful planet.
with simile	Nervously, I flew to the enormous, beautiful planet like a famous explorer .
with prepositional phrase	Nervously, I flew to the enormous, beautiful planet below the Moon .
with conjunction	Nervously, I flew to the enormous, beautiful planet below the Moon after I had completed my appropriate space training.

SUPER SUFFIXES

-ment	enjoyment merriment
-ness	sadness happiness
-ful	careful plentiful
-less	hopeless penniless
-ly	badly angrily

PRECISE PREPOSITIONS

across	after	around
before	behind	below
here	next to	over
above the	behind the	under the

EXCITING SENTENCES

2 Ad	It was an old, tatty house in a narrow, cobbled street.
List	The robot had shiny, wide, blue, sparkling, eyes.
Simile	She shivered like a leaf drifting through the woods.
Short	He was tired! The ship exploded!

Y3 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- century
- woman
- volcano

Proper:

- February
- Earth
- China

Compound:

- airport
- chopstick
- fireworks

Abstract:

- love
- joy
- anger

TOP TIPS:

Use quantifiers:

- enough ~ less ~ fewer ~ lots of ~ none of ~ both ~ each ~ every ~ a few ~ neither ~ either ~ several

VERBS

Words that show an 'action'



- to appear
- to arrive
- to breathe
- to notice
- to disappear
- to throw

Irregular

- I awoke
- He heard
- It blew
- You ate
- They led

Verb Tenses:

- Irregular Simple Past**

Shows something happened once

He smelt the lava in the air.

Stig broke the sticks in half.

- Past Perfect**

Shows something happened at an unspecified time

He had walked to school.

The smugglers had hidden their wine and brandy.

- Present Perfect**

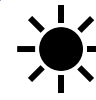
Shows something happens at an unspecified time

He has walked to school every day this week.

Jules Verne has flown his hot air balloon.

ADJECTIVES

Words that add detail to a noun



Appearance

burly
glossy
unsightly

Personality

aggressive
corrupt
kind-hearted

Condition

disgusting
gleaming
unfinished

Good Feelings

blissful
elated
peaceful

Bad Feelings

annoyed
confused
woeful

Shape

basic
hidden
oblong

Size

average
gigantic
menacing

Sound

astonishing
deafening
unknown

ADVERBS

Words that add detail to a verb



How?

angrily	basically
cleverly	dramatically
gently	fortunately
hungrily	merrily
luckily	mysteriously
rapidly	simply

When?

always	afterwards
early	tomorrow
soon	yesterday
until	as soon as
when	in the morning
while	later that day

How Often?

hourly	never
monthly	rarely
weekly	sometimes

Where?

alongside	underneath
beneath	around the
between	in front of
beyond	in place of
following	over the
through	

How Much?

many	extremely
fairly	a lot
quite	a few

Y3 WRITING FEATURES

POWERFUL PUNCTUATION

A	Start of sentences Proper nouns
.	End of sentence
!	Hold on ! What a catastrophe !
?	Who? What? When? Where? Why? How? Do?
,	Separate items in a list Tom, Joe, Sam and Pat.
,	won't don't I've Bob's girls' men's
""	"What is your name ?" asked Barney.

SPLENDID SPELLINGS

appear	arrive	breath	breathe	busy	business
century	certain	circle	complete	decide	describe
different	difficult	disappear	early	earth	extreme
famous	February	forward	fruit	grammar	group
heard	heart	history	important	interest	learn
length	minute	natural	notice	often	opposite
perhaps	popular	possible	potatoes	pressure	promise
purpose	question	sentence	special	straight	strange
therefore	woman	women			

SUPER SUFFIXES

-ness fitness loneliness sickness	-ful hopeful forgetful pitiful
-less harmless thankless useless	-ly dramatically endlessly painlessly

AWESOME ARTICLES

a	an
If it starts with a consonant	If it starts with a vowel
a m ountain	an e lephant
a s muggler	an u mbrella

HANDY HOMOPHONES

there ~ their ~ they're
your ~ you're
which ~ witch
ate ~ eight
hear ~ here

PERFECT PREFIXES

un- unable unwell	dis- dislike disobey	mis- misfit misuse	sub- subway subtitle
tele- telegram telephone	super- superstar superhero	auto- automatic autograph	

EXCITING SENTENCES

B.O.Y.S.	Lila was upset so she went away.
PC	Neither friends nor family could help her.
Double -ly	Barney approached Stig slowly and gently.
If .. if.. if.. then	If I had set the alarm, if I hadn't spilt my tea, if the car had started, then I wouldn't have been late for work.

SUPER SENTENCES

simple sentence	The mountain had appeared.
With expanded noun phrase	The <u>menacing, hidden</u> mountain <u>by the side of the lake</u> had appeared.
with -ly adverb	<u>Finally</u> , the menacing, hidden mountain by the side of the lake had appeared.
with simile	Finally, the menacing, hidden mountain by the side of the lake had appeared <u>like a phoenix rising from the flames</u> .
with conjunction	Finally, the menacing, hidden mountain by the side of the lake had appeared like a phoenix rising from the flames <u>although she still faced the challenge to climb to the top</u> .

CLEVER CONJUNCTIONS

Coordinating			
for	and	nor	
but	or	yet	so

Subordinating

after	although	while
when	until	because
before		if

Correlative

either ... or	neither ... nor
---------------	-----------------

Y4 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- bicycle
- library
- volcanoes

Proper:

- Egypt
- Pompeii
- Tudors

Compound:

- bookcase
- daydream
- tombstone

Abstract:

- comfort
- knowledge
- strength

Pronouns: To avoid repetition

- **John** Mr Price ~ he ~ his ~ him
- **Labyrinth** the maze ~ it ~ its

TOP TIPS:

Use specific determiners:

- my ~ our ~ your ~ his ~ her ~ its ~ their ~ whose ~ this ~ that ~ these ~ those

VERBS

Words that show an 'action'



- to believe
- to build
- to consider
- to disclose
- to exercise
- to increase
- to possess
- to prefer
- to reign
- to separate

Modal:

- can ~ can't
- could ~ couldn't
- may ~ might ~ might not
- should ~ shouldn't

Past Perfect

Shows something happened at an unspecified time

He had walked to school.

The Seawigs had sailed across the ocean.

Present Perfect

Shows something happens at an unspecified time

He has walked to school every day this week.

Sir Walter Raleigh has stolen the crown jewels.

ADJECTIVES

Words that add detail to a noun



Appearance

colourless
elegant
polished

Personality

angelic
envious
supportive

Condition

imperfect
repulsive
spectacular

Good Feelings

delirious
harmonious
pleasant

Bad feelings

bewildered
defeated
neglected

Shape

cavernous
extra-large
monstrous

Size

colossal
majestic
whopping

Sound

faint
melodic
piercing

ADVERBS

Words that add detail to a verb



How?

busily
curiously
humbly
nobly
noisily
accidentally
courageously
frantically
obviously
unfortunately
without a sound
laughing uncontrollably

When?

already
initially
once
next year
in March
immediately
meanwhile
sometimes
whenever
before long

How Often?

generally
normally
recently
regularly
once a month
twice a year
once in a while

Where?

about
beside
nearby
upon
overhead
towards
upstairs
within
back at the
deep below
in the distance

How Much?

barely
entirely
just
rather
absolutely
completely
fully
quite

Y4 WRITING FEATURES

POWERFUL PUNCTUATION

A	Start of sentences Proper nouns
.	End of sentence
!	Watch out ! How hideous !
?	Who? What? When? Where? Why? How? Do?
,	Separate items in a list Dogs, cats, pigs and cows
,	they've weren't isn't cliffs' sheep's boys'
""	"I'm going to Egypt ," declared Lil.

SPLENDID SPELLINGS

accident	actual	address	answer	believe	bicycle
build	calendar	caught	centre	consider	continue
eight	eight	enough	exercise	experience	experiment
favourite	guard	guide	height	imagine	increase
island	knowledge	library	material	medicine	mention
naughty	occasion	ordinary	particular	peculiar	position
possession	probably	quarter	regular	reign	remember
separate	strength	suppose	though	although	thought
through	various	weight			

SUPER SUFFIXES

-ly awkwardly curiously deliberately	-ation adoration information preparation
-ous dangerous mountainous various	-ion confusion discussion invasion

AWESOME ARTICLES

a	an
word starting with consonant	word starting with vowel
a pyramid	an enemy
a volcano	an ocean

HANDY HOMOPHONES

weather ~ whether threw ~ through who's ~ whose side ~ sighed board ~ bored

PERFECT PREFIXES

in- incorrect	im- impolite	ir- irregular	il- illegal
anti- antivirus	inter- intersect	un- unable	ex- expel
dis- discover	mis- mistake	non- non-stop	

EXCITING SENTENCES

Verb, person	Waiting patiently, Oliver thought they would never arrive.
2 pairs	Scared and upset, tired and hungry, they hid themselves from the thieves
Ad, same Ad	It was a busy city, busy with traffic all day long.
The more, the more	The more relaxed she was, the more she laughed.

SUPER SENTENCES

simple sentence	Lil had found the tomb.
With expanded noun phrase	Lil had found the <u>colossal, neglected tomb within the valley.</u>
with a fronted adverbial	<u>All of a sudden</u> , Lil had found the colossal, neglected tomb within the valley.
With drop-in -ing clause	All of a sudden, Lil <u>, following her instincts,</u> had found the colossal, neglected tomb within the valley.
with conjunction	<u>Either</u> , all of a sudden, Lil , following her instincts , had actually found the colossal, neglected tomb within the valley <u>or</u> this was going to be an incredibly strange dream.

CLEVER CONJUNCTIONS

Coordinating			
for	and	nor	
but	or	yet	so

Subordinating		
after	although	as
while	when	until
because		before
if	since	

Correlative	
either ... or	neither ... nor
both ... and	

Y5 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- community
- soldier
- equipment

Proper:

- Zeus
- Dr. Barnardo
- Downing Street

Compound:

- leadership
- spaceship
- understand

Abstract:

- beliefs
- chaos
- deceit

Collective:

- board of directors
- range of mountains

Pronouns

Relative:

- who
- which
- where
- when
- whose
- that

Reflexive:

- myself
- yourself
- himself
- herself
- itself
- ourselves
- yourselves
- themselves

Indefinite:

- anything
- everything
- nobody
- nothing
- somebody
- something
- someone

VERBS

Words that show an 'action'



- to achieve
- to appreciate
- to bargain
- to bruise
- to develop
- to equip
- to interrupt
- to occupy
- to occur
- to persuade
- to recognise

Modal:

- must ~
- mustn't
- have to ~
- has to
- will ~
- won't
- would ~
- wouldn't
- shall ~
- shall not

Simple Future

Shows something which hasn't happened yet

The spaceship will re-enter the Earth's atmosphere.

Past Perfect

Shows something happened at an unspecified time

He had lived on the streets.

Present Perfect

Shows something happens at an unspecified time

He has fought the monster this morning.

ADJECTIVES

Words that add detail to a noun



Appearance

embellished
jaunty
neglected

Personality

adolescent
loathsome
trustworthy

Condition

gruesome
luxurious
pristine

Good Feelings

courteous
frivolous
honourable

Bad Feelings

defensive
irritating
noxious

Shape

cumbersome
flimsy
lumbering

Size

absolute
definite
meagre

Sound

alarming
cacophony
raucous

Time

ancient
considerable

ADVERBS

Words that add detail to a verb



How?

anxiously
naturally
solemnly
ultimately
frustrated by
hearing the sound of
knowing that
relieved that

When?

at that point
in the blink of an eye
in the meantime
never before
several hours later
up to that time
within moments

How Often?

constantly
frequently
increasingly
infrequently
nearly always
occasionally
repeatedly

Where?

against
amongst
past
North of
in a dark and dusty
somewhere near

How Much?

enough
intensely
purely
enormously
positively
totally

Y5 WRITING FEATURES

POWERFUL PUNCTUATION

?	Rhetorical Questions How would you feel ?
“ ”	Tom screamed , “ I’ve had enough of this . ”
,	For fronted adverbials Several hours later ,
-	To avoid ambiguity Man-eating shark
()	For parenthesis Ben Nevis (1,345m)
:	To introduce a list They needed a few items :
;	To list phrases or clauses a pair of walking boots ; a small camping stove ; some freeze-dried food.

EXCITING SENTENCES

3-Ed	Dazed, confused, worried he ran as fast as he could.
Noun, who which where	Jay , who practised his spellings every day , always got top marks in the Spelling Test.
Emotion word ,	Terrified, he sat rocking back and forth.
-ing -ed	Skipping down the road, he stopped suddenly as a car screeched to a halt beside him.

SPLENDID SPELLINGS

accompany	according	achieve	aggressive	ancient
appreciate	attached	available	average	bargain
bruise	community	competition	definite	desperate
develop	dictionary	equip	equipped	equipment
especially	excellent	explanation	foreign	forty
frequently	government	identity	immediate	immediately
individual	interrupt	lightning	neighbour	occupy
occur	opportunity	parliament	persuade	programme
queue	recognise	recommend	rhyme	rhythm
secretary	shoulder	suggest	symbol	system
variety	vegetable			

SUPER SENTENCES

simple sentence	Elliot recognised the figure.
with expanded noun phrase	Elliot recognised the <u>noxious, loathsome figure</u> <u>inside the dark, gloomy cave.</u>
with adverbial phrase	<u>In the blink of an eye ,</u> Elliot recognised the noxious, loathsome figure inside the dark, gloomy cave.
with relative clause	In the blink of an eye , Elliot , <u>who was trembling</u> <u>with fear ,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave.
with drop-in -ed clause	In the blink of an eye , Elliot , <u>paralysed with fear</u> <u>,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave.
with conjunction	Elliot , <u>paralysed with fear ,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave as he lurched forwards.

SUPER SUFFIXES

-fer words deferring inference preferred	-ate activate hyphenate validate
-ise advertise finalise vandalise	-ify glorify intensify testify

PERFECT PREFIXES

dis- disqualify	de- decompose	mis- misleading
over- overhauled	re- re-emerging	

CLEVER CONJUNCTIONS

Coordinating			
for	and	nor	
but	or	yet	so

Subordinating

after	although	as
while	when	until
because	before	if
since		

Correlative

either ... or	neither ... nor
both ... and	so ... as
not only ... but also	

Y6 WRITING FEATURES

NOUNS

Name of a person, place or 'thing'



Common:

- amateur
- committee
- yacht

Proper:

- South America
- Chihuahuan Desert
- Battle of the Somme

Compound:

- heartbroken
- rattlesnake
- overboard

Abstract:

- freedom
- justice
- sympathy

Collective:

- battery of guns
- regiment of soldiers

Indefinite pronouns:

- another
- anybody
- anyone
- everybody
- everyone
- little
- much
- other
- many
- others
- all
- any
- most
- none
- such

VERBS

Words that show an 'action'



- to acquaint
- to advise
- to attempt
- to embarrass
- to harass
- to interfere
- to practise
- to proceed
- to profit
- to refer
- to uncoil

Modal:

- may have
- might have
- could have
- ought to
- ought to have

• **Future Progressive**

Shows something will be happening continually

He will be digging holes.

• **Future Perfect**

Shows something will be happening at an unspecified time

They will have completed the operation.

• **Subjunctive**

Used to talk about things that could or should happen.

I would abandon the ship now if I were you.

ADJECTIVES

Words that add detail to a noun



Appearance

flamboyant
grandiose
sparse

Personality

avaricious
courageous
dependable

Condition

authentic
parched
unkempt

Good Feelings

compassionate
euphoric
victorious

Bad Feelings

apprehensive
ignorant
outrageous

Shape

cylindrical
serpentine
vague

Size

emaciated
immeasurable
microscopic

Sound

boisterous
discordant
penetrating

Time

elapsed
sufficient

ADVERBS

Words that add detail to a verb



How?

almost unbelievably
barely alive
definitely confused
obviously angry
somewhat flustered
soothed by

When?

beforehand
during the night
in due course
rarely before now
since the start of
subsequently

How Often?

fortnightly
intermittently
recurrently
routinely
scarcely ever

Where?

amid astride
atop excluding
far beneath the
on a disused
South-West of
within the depths of

How Much?

decidedly thoroughly
marginally virtually just
practically slightly

Y6 WRITING FEATURES

POWERFUL PUNCTUATION

?	Question Tags It's despicable, isn't it ?
“ ”	“ I think , “ announced Stanley , “I'm done . “
,	Somewhat flustered , Sue, exhausted, sat down
-	To avoid ambiguity fly-by-night character
()	For parenthesis my phone (Samsung S9)
:	It was a good country to invade : it had gold.
;	Some say Liverpool are the best team ; others say it's Manchester United.

EXCITING SENTENCES

De : De	I was exhausted : I hadn't slept for days.
Some ; others	Some children walk to school ; others are driven to school by car.
Imagine three examples :	Imagine a place where the sun always shines , where wars never happen , where no-one ever dies : in the Andromeda 5 system, there is such a planet.
3 bad -	Terrified, anxious, perplexed – how would she ever escape?

SPLENDID SPELLINGS

accommodate	amateur	apparent	awkward	category
cemetery	committee	communicate	conscience	conscious
controversy	convenience	correspond	criticise	curiosity
determined	disastrous	embarrass	environment	exaggerate
existence	familiar	guarantee	harass	hindrance
interfere	language	leisure	marvellous	mischievous
muscle	necessary	nuisance	physical	prejudice
privilege	profession	pronunciation	relevant	restaurant
sacrifice	signature	sincere	sincerely	soldier
stomach	sufficient	temperature	thorough	twelfth
vehicle	yacht			

SUPER SENTENCES

with expanded noun phrase	The nosy, interfering neighbour, who fell off the fence, is over there, feeling dazed.
with 3 main clauses	I think I'd enjoy the party but I'm happy to stay here now so I can do my homework.
with 2 main and 1 subordinate clause	Bravely, the soldiers fought the enemy for their lives depended on winning since the whole country needed the war to end.
with drop-in -ing clause	The Titanic, sinking slowly, had put up a courageous fight before finally admitting defeat and sinking to the depths of the Atlantic Ocean.
with drop-in -ed clause	Amid the Chihuahuan Desert, scorched by the blistering rays of sun, hardly anything survives.

Active Voice

The skilful surgeon performed the
operation on the boy.

Passive Voice

The boy was operated on by the
skilful surgeon

SUPER SUFFIXES

-fer words deferring inference preferred	-ate activate hyphenate validate
-ise advertise finalise vandalise	-ify glorify intensify testify

PERFECT PREFIXES

dis- disqualify	de- decompose	mis- misleading
over- overhauled	re- re-emerging	

CLEVER CONJUNCTIONS

Coordinating			
for	and	nor	
but	or	yet	so

Subordinating

after	although	as
while	when	until
because	before	if
since		

Correlative



either ... or	neither ... nor
both ... and	so ... as
not only ... but also	

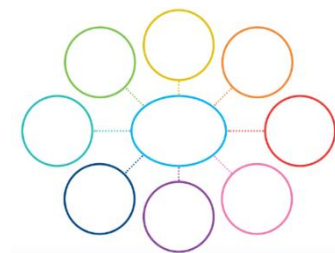
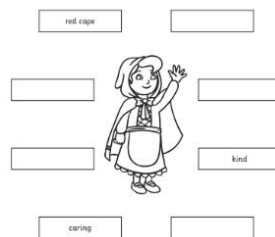
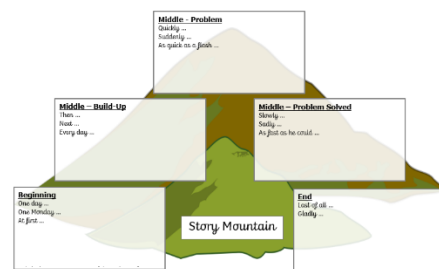


WRITING PURPOSE POSTERS

WRITING TO ENTERTAIN – YEAR 1

TEXT TYPES:

Story <i>Journey ~ Wishing ~ Change</i>	Descriptions <i>Character ~ Setting</i>	Poetry <i>Sound ~ Acrostic ~ Pyramid</i>
<p>Jack and the Beanstalk</p>  <p>Once upon a time, there was a boy called Jack. He lived with his mother and they had a cow.</p> <p>One day, Jack's mother asked him to take the cow to market to sell. Jack met a man, who gave him some magic beans for the cow.</p> <p>When Jack came home, his mother was angry. She threw the beans out and sent him to bed. The next morning, a giant beanstalk had grown! Jack climbed it.</p> <p>When Jack reached the top, he saw a castle and went inside. Jack heard a loud noise and hid. An enormous giant came into the room with a hen and a golden harp. He shouted, "Sing!" and the hen laid an egg. Then "Sing!" and the harp sang. The giant fell asleep.</p> <p>Jack took the hen and the harp. The harp shouted and the giant woke up. He shouted Jack down the beanstalk. Jack shouted, "Help!" Jack's mother came out and chopped the beanstalk down with an axe. The giant fell to the ground. He was never seen again.</p> <p>Jack and his mother lived happily ever after.</p>	<p>The Big Bad Wolf</p>  <p>The Big Bad Wolf has sharp, pointy teeth and grey, matted fur. He has large, wicked eyes and a long, bushy tail. His ears are pointed and furry and he has powerful claws on his paws.</p> <p>The Big Bad Wolf is sly and charming when he meets Little Red Riding Hood. He is clever and cunning as he moves through the forest towards Grandma's house. He is strong and fierce but this does not mean that he will always win.</p>	<p>Spring is here Pretty flowers grow Robins come out more I feed the birds New animals are born Got to find Easter eggs</p>



TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense
<p>Once upon a time</p> <p>Early one morning</p> <p>Next</p> <p>Suddenly</p>	<p>The forest was dark and she couldn't see where she was.</p> <p>The pirates were meant to be scary but they looked funny.</p> <p>Eliot needed his bag because he was going on a long adventure.</p>	<p>He walked to the toy room.</p> <p>I pushed the Pirate ship.</p> <p>1st or 3rd person</p>

SENTENCE STRUCTURE:

Noun phrases

- sneaky boy
- round, shiny coin

Capital letters

- Handa ~ Somerford ~ England

Exclamation marks

- What clever children you are!
- How exciting!

Similes

- as quick as a flash
- as brave as a lion

Alliteration

- A cool cat
- A sneaky snake

Repetition

- He ran and he ran and he ran
- A lean cat, a mean cat





MAKE IT FLOW:

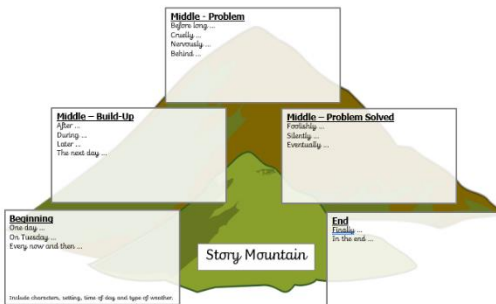
CONJUNCTIONS: and ~ but ~ because

ADVERBIALS: then ~ every day ~ quickly ~ suddenly ~ above ~ inside ~ under

WRITING TO ENTERTAIN – YEAR 2

TEXT TYPES:

Story <i>Timeline ~ Journey ~ Meeting</i>	Descriptions <i>Character ~ Setting</i>	Poetry <i>Alliterative ~ Concrete</i>
<p>A secret adventure</p>  <p>Jack woke up a whole hour early. He was far too excited to go back to sleep as today was a special day for him and his classmates at school, the day of the school trip! Jack's family didn't need reminding where he was going today, due to his head jangle a little annoying singing. "I'm going to the zoo!" he chanted. He got dressed, (still singing, and now dancing too), had his breakfast (still singing and dancing), brushed his teeth (now he grooved it, still singing and still dancing!) and finally packed his bag. He actually stopped singing about the zoo and all the animals he was going to see just for a moment as he could concentrate. Mrs Bridges, his year 3 teacher, had told him how important it was to bring the right things: paper and pencils, a packed lunch and plenty of water. It's to spend in the show, a camera, a sun hat and nothing else! Jack really wanted to bring along some of his toys but he knew he shouldn't. He checked his list and zipped up his backpack. He was ready.</p> 	<p>Stars twinkled overhead in the midnight sky. The only sounds that punctuated the night were the crackling and spitting of the flames in the campfire. A gentle, cool breeze drifted across the forest landscape, kissing the faces of the mesmerized children. The smell of marshmallows toasting over the flickering fire wound their way up the children's noses. Flames stood tall and proud, their sparks illuminating the dark, creating dancing shadows on the children's eager faces. All present were completely silent, as still as marble statues. They sat, watching, waiting, for the tales of old to begin.</p> 	<p>No! Not more rain splashing on the window pane. In the main, I don't complain. The fact remains, the drains contain so much rain that they are strained. The weather vane's become inane, when every day it rains again. It's plain to see for you and me it has to be the end of play.</p> 



Smell?	Settings Plan Draw your setting	Touch?	My Topic _____	Action words about the topic
Hear?	What can you see?	Taste?	Adjectives to describe topic	How does the topic make you feel?
			One Word _____	

TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Specific Words
<p>Eventually</p> <p>The next day</p> <p>On Mondays</p> <p>Foolishly</p> <p>Nervously</p>	<p>The moon was bright so the spaceship landed perfectly.</p> <p>They were going to have tea after they played some games.</p> <p>Vlad could either try to save the buildings or try to save himself.</p>	<p>He was preparing the interesting exhibits ready for the visitors.</p> <p>Sarah was moving slowly through the different lands that were all new to her.</p>	<p>walked instead of went</p> <p>grabbed instead of got</p> <p>Skittles instead of sweets</p>

SENTENCE STRUCTURE:

Noun phrases

- strange, new lands
- harmless, clumsy creature

Capital letters

- |
- Harry ~ Mad Hatter ~ Taj Mahal

Exclamation marks

- Watch out!
- Ouch!
- How careless of you!

Similes

- as mad as a hatter
- like a fish

Comparative adjectives

- big ~ bigger ~ biggest
- happy ~ happier ~ happiest

List of 3

- He wore old shoes, a dark cloak and a red hat.



MAKE IT FLOW:

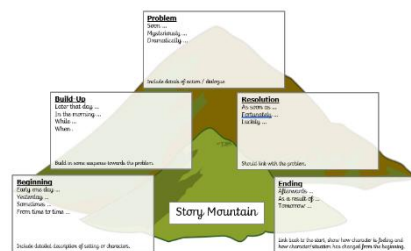
CONJUNCTIONS: and ~ but ~ or ~ so ~ because ~ if ~ after ~ before ~ when

ADVERBIALS: earlier ~ eventually ~ finally ~ in the end ~ the next day ~ behind the

WRITING TO ENTERTAIN – YEAR 3

TEXT TYPES:

Story <i>Wishing ~ Portal ~ Suspense</i>	Descriptions <i>Character ~ Setting ~ Diaries</i>	Poetry <i>Diamante ~ Simile ~ Haiku</i>
<p>The Emperor's New Clothes</p>  <p>Once upon a time, there was an Emperor who loved clothes. He had lots of clothes. However, he always wanted more.</p> <p>One day, two people came to the palace. They told the Emperor they could make him some beautiful clothes.</p> <p>The two men worked hard for weeks making the clothes. They would not let anybody see the clothes until they were ready.</p> <p>The Emperor was cross. He wanted to see the clothes.</p> <p>One of the men showed him the clothes. The Emperor could not see anything. The other man told the Emperor that only clever people could see the clothes. Fools could not see them.</p> <p>The Emperor did not want to look foolish. He told the men that the clothes were fantastic. He said he wanted the clothes for the parade.</p> <p>On the day of the parade, they gave the Emperor his new clothes. Other people told him his new clothes looked wonderful. They did not want to seem foolish.</p> <p>At the parade, the Emperor walked onto the street. Lots of people came to see his clothes. They all said his clothes looked smart.</p> <p>Then a boy shouted, "The Emperor has got no clothes on." All the people agreed with him and laughed. The Emperor was embarrassed but carried on. He did not want to admit that he had been tricked.</p> 	<p>Sunday 19.8.14</p> <p>Dear Diary,</p> <p>Today has been super! I am having a great time on holiday!</p> <p>First we had breakfast on the beach, I had some toast. Then me and my family swam in the sea and played with a big football. After that I walked back to the hotel with my big brother, we played catch in the pool and had some orange juice.</p> <p>Next I went shopping with my dad and I found a cool shark tooth necklace, I am wearing it now!</p> <p>Finally I walked back to the hotel with my dad to find the rest of my family. We had a nice meal and I fell asleep watching Frozen.</p> <p>Daisy</p>	<p>Day, Bright, Sunny</p> <p>Laughing, playing, doing, Up in the east, down in the west—</p> <p>Talking, resting, sleeping, Quiet, dark, Night</p>



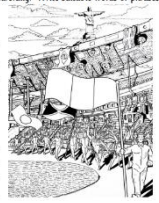
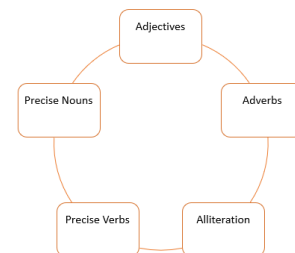
Look at the picture carefully. Write suitable words or phrases under each subheading.

Sights

Sounds

Useful Adjectives

Useful Verbs

TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Sentence of 3
<p>Mysteriously</p> <p>Fortunately</p> <p>As soon as</p> <p>Later that day</p> <p>In front of</p>	<p>He was tired yet he could not rest till it was done.</p> <p>Although it was dangerous, she climbed the dormant volcano.</p> <p>It was either save himself or rescue the treasure.</p>	<p>He threw the dried, wispy sticks onto the fire to make it burn well.</p> <p>She had followed the story of the Chinese New Year very closely.</p>	<p>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p>

SENTENCE STRUCTURE:

Expanded noun phrases

- strange, new lands
- harmless, clumsy creature

Inverted commas

- "Help me out of here," cried Stig.
- "Who are you?" she asked.

Short sentences

- Chulak was sad.
- It was no good.

Similes

- as hot as a furnace
- like the blue of the ocean

Commas

- Mysteriously,
- In the morning,

Sophisticated vocabulary



- unbelievable
- glorious

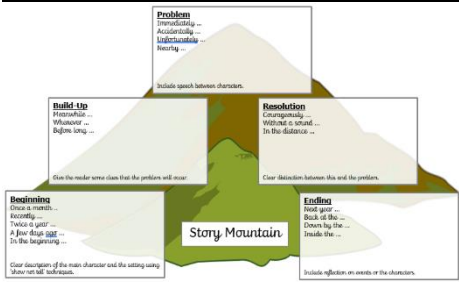
MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

WRITING TO ENTERTAIN – YEAR 4 ~ as soon as ~ beyond ~ in front of

TEXT TYPES:

Story <i>Suspense ~ Losing ~ Warning</i>	Descriptions <i>Playscripts ~ Diaries</i>	Poetry <i> kennings ~ Rhyming ~ Tetractys</i>
<p>First Day</p> <p>Here we go again! I thought, the first day of fourth grade. I always got a little nervous on the first day of school. I knew a lot of the other kids who would be in my class, and I had heard that the teacher was nice. There would still be a lot of new things, though. We would have new rules and new routines. We would have new information to learn in all of the subject areas. There would also be some new things that I wouldn't expect, like maybe they moved the classes to different hallways. It was exciting, too, but that didn't mean I wasn't anxious.</p> <p>We lined up outside, and for the first week the teachers held up signs with their names to help us find the right spot to line up. I knew where the fourth graders lined up, and quickly spotted the name "Mrs. Richardson" on one of the signs. She would be my new teacher for the year. As I got in line, I said hello to the friends I hadn't seen all summer. Mrs. Richardson walked down the line, introducing herself to her new students.</p> <p>She stuck out her hand and said, "Hi, I'm Mrs. Richardson. What's your name?"</p> <p>"Allison," I answered, and shook her hand.</p> <p>"It's nice to meet you, Allison. How was your summer?"</p> <p>"It was good. I got to go to the pool a lot," I said.</p> <p>"That's great, Allison. Thanks for speaking in complete sentences! That shows me that your writing is probably very nice," complimented Mrs. Richardson before she moved on to the next student. It felt great to be complimented by my new teacher!</p> 	<p>Hanukkah Play Script</p> <p>The Borg family are gathering together to celebrate Hanukkah.</p> <p>Here is the beginning of a play script which you will continue and complete.</p> <p>Scene 1 - The Living Room</p> <p>Mrs Borg (Calling from the kitchen) Come on children, I need some help in the kitchen. I need someone to help make the latkes and sufganiyot.</p> <p>Sara enters the living room.</p> <p>Sara I'll come and help, Mum, I love making latkes and sufganiyot.</p> <p>Joshua is lying on the floor in the living room.</p> <p>Joshua I'm busy playing with my new dreidel from Grandpa. It's great! I'm going to see how many chocolate coins I can win!</p> <p>Sara (shouts from the kitchen) Hey, don't start without me!</p> <p>Mr Borg enters the room.</p> <p>Mr Borg Nobody is eating any chocolate coins before dinner. Right, I'm to get the menorah from its special box, and prepare the candles.</p> <p>Grandpa Hello there children, are you all ready for Hanukkah?</p> <p>Joshua This dreidel is great, Grandpa. Thanks very much!</p> <p>Grandpa You're very welcome Joshua. Now, who wants to hear the story of Hanukkah?</p> <p>Joshua and Sara I do! I do!</p>	<p>a worm-eater a nest-maker a cushion-filler a seed-muncher a fish-guzzler a fast-flier a cat-escaper a tree-liver an acrobatic-glider an adventurous-swooper a tweeting-singer</p> <p><i>put these together,</i></p> <p><i>I'm a bird!</i></p> 



Planning a playscript

What is the name of your play?

Who will be in your play? Where will your play take place?

Character List	Scene 1
	Scene 2
	Scene 3
	Scene 4
	Scene 5
	Scene 6

What will happen in your play?

Plot



TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Sentence of 3
Worrying about mum , Behind the shed , Although it was raining ,	They had to choose the best route or we would have been discovered. As everyone already knew each other, they moved straight onto the meeting. Ahmet was both sad and angry about the events.	The Egyptians had built their pyramids to last using the finest stone. She had seen the lava rapidly spreading towards the town ready to swallow them up whole.	Sam rushed down the road, jumped on the bus and sank down into his seat.

SENTENCE STRUCTURE:

Expanded noun phrases

- repulsive, envious bully
- raging volcano in the distance

Inverted commas

- Tranio shouted , “ Watch out ! ”
- Curiously she whispered , “ Hello . ”

Short sentences

- It was midnight.
- It's great fun.

Similes

- As tall as a skyscraper ,
- Like a screaming banshee ,

Commas

- Mysteriously ,
- In the morning ,

Sophisticated vocabulary

- abundant
- menacingly

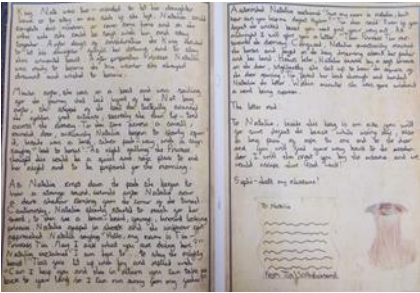

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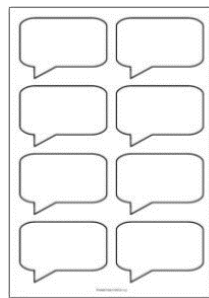
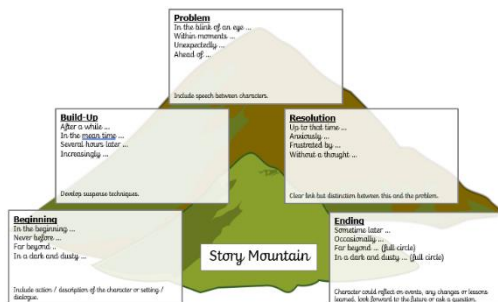
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ either ... or ~ neither ... nor

ADVERBIALS: noisily ~ immediately ~ in March ~ meanwhile ~ before long ~ nearby

WRITING TO ENTERTAIN – YEAR 5

TEXT TYPES:

Story <i>Quest ~ Change</i>	Descriptions <i>Dialogue ~ Fact Files</i>	Poetry <i>Narrative ~ Cinquain ~ Free Verse</i>
	<p>Alice: OK, maybe we can talk about something else now. If you won the lottery tomorrow, what would be the first thing that you would do?</p> <p>User: The first thing I would do? Wow that is a difficult question. I would travel around I think to visit new places, new countries.</p> <p>Alice: Where would you go?</p> <p>User: To visit Asia, I think, or Australia.</p> <p>Alice: Nice! I have never been to Australia before. Can you tell me about it?</p> <p>User: I've never been there as well.</p> <p>Alice: I see. Maybe we can both go there one day.</p> <p>User: Yeah, sure!</p>	



Nouns	Verbs	Alliteration
Adjectives	Adverbs	Onomatopoeia
Similes	Metaphors	Personification

TEXT FEATURES

Sentence Openers	Conjunctions	Past Tense	Amplification
<p>Somewhere nearby ,</p> <p>Within walking distance ,</p> <p>Frightened by the dark ,</p> <p>Paralysed with fear ,</p>	<p>Elliot could not find his map nor could he find his bag of supplies.</p> <p>Since they had been hiding, it had got dark.</p> <p>Malkin not only aided Robert but also freed Lily.</p>	<p>Carrots had survived on the streets for most of his short, desperate life.</p> <p>For many moons, Grendel had occupied his crude, unsightly lair near the mead-hall of Heorot.</p>	<p>Metaphor time is money</p> <p>Personification the sun greeted me this morning</p> <p>Onomatopoeia the burning wood hissed and cracked</p>

SENTENCE STRUCTURE:

Expanded noun phrases

- The raucous cacophony inside the wooden mead-hall stirred him.

Inverted commas

- Jamie bellowed , “ I don’t want to be here anymore. I hate you ! ”

-ed clauses

- Alarmed and disgusted by the workhouse, Jim plotted to leave.

Relative clauses

- Elysium , **where the immortal gods lived** , was like paradise.

Brackets

- Joe persuaded Ajay (**his best friend**) to join him at No. 10.

Dashes

- Robert was devastated – he sobbed till he fell asleep.

MAKE IT FLOW:





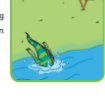

CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ so ... as ~ not only ... but also

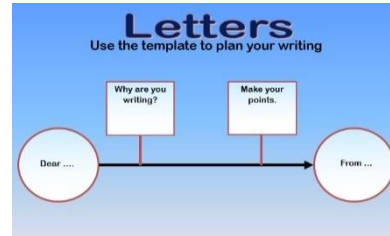
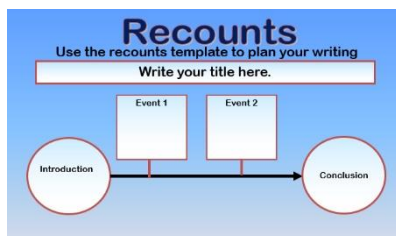
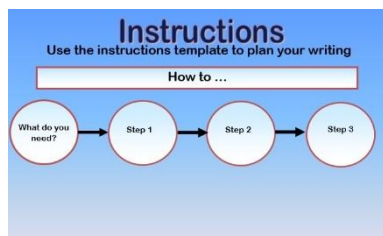
ADVERBIALS: in the blink of an eye ~ never before ~ within moments ~ North of

ADVERBIALS: beforehand ~ during the night ~ in due course ~ South-West of

WRITING TO INFORM – YEAR 1

TEXT EXAMPLES:

Instructions	Recount	Informal Letter
<p>How to make Pancakes</p> <p>You will need:</p> <ul style="list-style-type: none"> • plain flour • milk • eggs • butter • your favourite toppings <p>Equipment</p> <ul style="list-style-type: none"> • a sieve • a mixing bowl • a wooden spoon • a pan • a spatula <ol style="list-style-type: none"> 1. Sift 220g of flour into a mixing bowl. 2. Crack two eggs into the bowl. 3. Carefully, pour 570ml of milk into the bowl. 4. Quickly, stir the mixture until it is smooth. 5. Put some butter into a pan. 6. Melt the butter until it starts to bubble. 7. Then, pour a spoonful of the mixture into the pan. 8. Let the mixture cook until it starts to become solid. 9. Flip the pancake over and cook the other side. 10. Serve with your favourite toppings and enjoy. 	<p>Our Trip to the Zoo</p> <p>On Thursday 20th October, we went on a fantastic school trip to the zoo.</p> <p>First, we visited the elephants. They were inside their house but the zookeeper tempted them out with some fruit. I was so lucky because I was allowed to feed a banana to the baby elephant.</p>  <p>Then, we boarded a train and took a tour of the zoo. We saw penguins, giraffes and monkeys. The train was lots of fun and it was very fast.</p>  <p>Next, we listened to a talk by the zookeeper that was all about koalas. She told us that koalas eat eucalyptus leaves and that they can sleep for up to 18 hours per day.</p>  <p>Finally, we caught sight of the crocodiles. They were swimming around in their cool pool and they were splashing their long, green tails. It was such a great day!</p> 	<p>88 Rockingham Road Cliff Town CT4 5TT</p> <p>9th July 2016</p> <p>Dear Rabbit,</p> <p>I want to tell you about the bear that lives at Cliff Cave.</p> <p>People think he is unkind and dangerous but he is actually the kindest bear in the world. It is his birthday on Friday and he would like you to come to his cave because he is lonely.</p> <p>He wants to be your friend and he is looking forward to his party. There will be gingerbread bears and a big cake with lots of candles to blow out and make wishes on. He hopes you can come.</p> <p>Do you think you can come? Please send the bear a reply.</p> <p>From, Joe</p> 



TEXT

FEATURES:

Facts and Figures to give key information to the reader	Conjunctions to join words or phrases	Past or Present Tense to let the reader know when it happened
<p>150g butter</p> <p>On 15th September</p> <p>At 10 o'clock</p> <p>Manor Wildlife Park</p> <p>Mr John Peters</p>	<p>Put the potato in the bowl and mash it with a fork.</p> <p>We had a lovely time but the animals were very noisy.</p> <p>I am writing to you because I am very unhappy.</p>	<p>Simple Past</p> <p>We walked to the bus.</p> <p>I watched the animals.</p> <p>Present Progressive</p> <p>I am writing to you.</p>

SENTENCE STRUCTURE:

Noun phrases

- melted butter
- wet, muddy field

Commas

- We saw lions, tigers, bears and monkeys.

Question Marks

- What does ...?
- Where is ...?

Exclamation Marks

- What a fierce tiger!
- How wonderful!

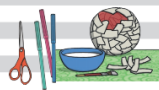


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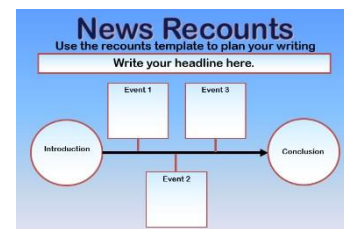
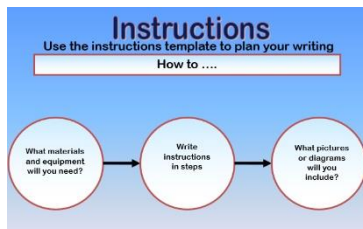
CONJUNCTIONS: and ~ but ~ because

ADVERBIALS: First ~ Firstly ~ Last ~ Next ~ Secondly ~ Then ~ At first

WRITING TO INFORM – YEAR 2

TEXT EXAMPLES:

Instructions	Non-Chronological Report	Newspaper Article
<p>How to Make a Papier Mâché Globe</p> <p>Are you learning about the continents of the world? Read on to discover how to make a papier mâché globe of your own to help you to remember them.</p> <p>You will need:</p> <ul style="list-style-type: none"> a round balloon lots of strips of newspaper about 2cm wide a bowl of water and flour mixture (one cup of flour and two cups of water) an atlas a continents of the world sheet some blue paint and paintbrush a pack of felt tip pens a pair of scissors some glue  <ul style="list-style-type: none"> First of all, blow up the balloon gently. Don't let it burst. Ask a grown-up to help you tie the balloon if it is tricky. Dip the strips of newspaper in the flour and water mix and slowly wrap the strips all around the balloon until it is covered. Cover the balloon at least three or four times. Leave the balloon to go solid. Place it in a warm, dry place. Next, paint the whole globe blue to show the water. Leave to dry. Colour in the seven continents neatly on the activity sheet. Cut out the continents but be careful with the scissors. Stick the continents in the right position on the globe. Use an atlas to help you if you are unsure. Label the oceans and carefully draw the line of the equator. Finally, label the continents of North America, South America, Africa, Antarctica, Australasia, Europe and Asia. 	<p>Red-Eyed Tree Frog</p>  <p>The red-eyed tree frog is just one of many species of frog that lives in the rainforest.</p> <p>Appearance As their name suggests, they are mainly known for their huge, bright red eyes. Many scientists believe that their red eyes work as a way of startling predators. When disturbed, they open their eyes and flash the distinctive colour, possibly taking other animals by surprise, to give themselves an opportunity to hop to safety.</p> <p>Diet The rest of their body is more green in colour, with a hint of blue and yellow at the sides. They have specially adapted suction-cup toes which help them to cling on to tree branches and leaves.</p> <p>Habitat The male frog is around two inches long, while the female is slightly bigger at up to three inches in length.</p> <p>Interesting Facts - Red-eyed tree frogs are generally considered to be carnivores and mainly eat at night. Their most common prey includes moths, crickets, flies and grasshoppers but they have been known to eat most creatures that fit into their mouths. This could even include other smaller frogs! They hide under leaves and in other concealed spots to ambush their prey with long sticky tongues.</p> <p>Habitat They are commonly found in the tropical lowland rainforests or surrounding hills. They mostly inhabit areas close to rivers or ponds and are excellent swimmers. As they are also very capable climbers, they attach themselves to the underside of leaves. This is where they rest during the day as well as clinging to branches and trunks.</p> <p>Interesting Facts - Their average lifespan in the wild is around 5 years. - Male frogs can quiver, and even shake the branch of the tree where they are residing, in order to attract the attention of the females. This is accompanied by a loud croaking in order to establish their territory.</p>	<p>TWINKL TIMES</p> <p>THE GORILLA GARDENER WITH GREEN FINGERS</p> <p>People in Twinkleton have been surprised by a new gardener in town. The new gardener is a huge gorilla! The gorilla escaped from a local zoo in January. Since then, he has been living in the local area and growing his own food. This is when he realised he had a talent for gardening!</p> <p>On Tuesday, the gorilla put up a poster to let people know about his gardening business.</p> <p>On Friday, Ali Smith asked the gorilla to weed his yard and plant some carrots. Mr Smith said that the gorilla did a fantastic job.</p> <p>Yesterday, Kareem was playing in his garden when he spotted the gorilla gardener. "I was scared at first," he said, "but the gorilla was very kind and professional."</p> <p>The gorilla's customers say he is very good at growing plants. He can work with flowers, trees and vegetables. He plans to open his own garden centre next year.</p>  <p>The Gorilla Gardener has started a business in Twinkleton.</p>



TEXT FEATURES:

Facts and Figures to give key information to the reader	Conjunctions to join words or phrases	Past or Present Tense to let the reader know when it happened
<p>2cm strips of paper</p> <p>On Monday at 12 noon</p> <p>In the Amazon Rainforest</p> <p>Up to 15 babies</p> <p>Mr Jones the baker</p>	<p>Hold the knife carefully <u>so</u> you don't cut your fingers.</p> <p>A frog can live in water <u>or</u> it can live on land.</p> <p>Lots of buildings were destroyed <u>after</u> the fire began.</p>	<p>Simple Past They <u>buried</u> food for the winter.</p> <p>Past Progressive The flames <u>were burning</u>.</p> <p>Simple Present My robot <u>walks</u> by himself.</p> <p>Present Progressive She <u>is looking</u> for more food.</p>

SENTENCE STRUCTURE:

Noun phrases

- huge, bright red eyes
- hot flames in the buildings

Commas

- Get the newspaper, ruler, scissors and tape.

Question Marks

- Did you know ...?
- Why does ...?

Exclamation Marks

- What a magnificent robot!
- How terrifying!





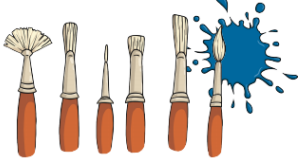
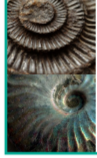
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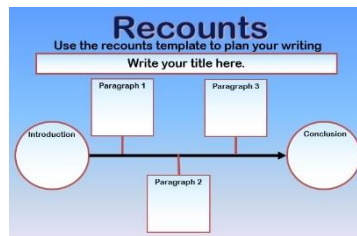
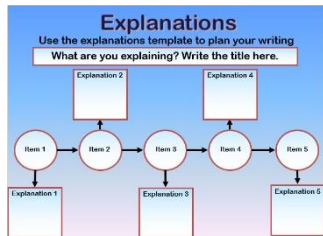
CONJUNCTIONS: or ~ so ~ if ~ after ~ that ~ before ~ when

ADVERBIALS: Finally ~ During ~ Earlier ~ Behind ~ Below ~ Around ~ Over





WRITING TO INFORM – YEAR 3

TEXT EXAMPLES:

Explanation	Biography	Non-Chronological Report
<p>How Do Flowering Plants Grow?</p> <p>Have you ever wondered how plants grow? Then, read on... This fascinating leaflet will explain how the plant lifecycle works.</p> <p>The Beginning Plants begin life as a seed. If the seed has water and warmth, it germinates (starts to grow). First, a root appears, which grows down into the soil. After that, a pale, leafless shoot pushes up towards the light.</p> <p>Photosynthesis As soon as the plant's tiny shoot is tall enough, it produces green leaves at the top. These are the factory of the plant that use sunshine and water to create food to build more leaves, the stem and flowers. This is an important process called photosynthesis. Plants couldn't exist without it!</p> <p>Pollination Because the flowers' petals are brightly coloured, they attract insects such as bees. Inside each flower, minute grains of pollen are found on short stalks. The bees come to collect this pollen for their food. As they continue from plant to plant, some of it brushes off and falls into other flowers. This is called pollination. As a result, pollen mixes with tiny egg cells and this makes a seed.</p> <p>Seed Dispersal Once the flower has been pollinated, the coloured petals fall off. Then, the base of the flower starts to swell up into a fruit as the seeds grow. Eventually, the fruit ripens and the seeds are released. This is called seed dispersal. This means that the whole cycle can begin again as a new plant rapidly starts to grow.</p>    	<p>Renoir</p> <p>Background Information Renoir was born on January 25th, 1841, in Limoges, France. His father was a tailor, and his mother was a seamstress. They moved to Paris when he was three years old.</p> <p>By the age of thirteen, Renoir had become interested in painting, so he began working with a porcelain painter. After four years, he started working in a studio where he met Monet and Seurat. They became great friends.</p> <p>Life Events Eventually, Renoir became an artist himself. At first, many people didn't really appreciate his painting, but after a while they became popular. As the years went by, he spent more and more time painting.</p> <p>At the age of forty-nine, Renoir married a woman named Aline Charigot, whom he had worked with previously. Not long after, they have children of their own. Renoir joined the French army during the Franco-Prussian War in 1870 but never fought as he became ill with dysentery.</p> <p>In his later years, Renoir suffered from arthritis. In order to continue painting, he tied his paintbrushes around his wrist. People could not believe that he was still able to produce such magnificent artworks with his arthritis.</p> <p>In 1919, Renoir painted his last picture. He died later that year at his home in Cagnes.</p> <p>Statement of Significance Although Renoir is not alive today, his paintings remain internationally-acclaimed and are appreciated by people all over the world.</p> 	<p>Fossils</p> <p>Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over sand, over millions of years, become a fossil.</p> <p>Dinosaurs</p> <ul style="list-style-type: none"> Fossils are really important to know what happened a long time ago. Without fossils we would not even know that dinosaurs existed! People who study fossils are called paleontologists. Paleontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years! <p>Did you know?</p> <ul style="list-style-type: none"> 'Fossil' is the nickname given to most complete and best preserved 'Triceratops' like specimens ever found. The word 'fossil' comes from an old word 'fossilis', meaning 'dig up'. Fossils are only found in sedimentary rock. The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda! <p>How a Fossil is Made When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many, many millions of years a fossil is created for someone to dig up one day.</p> 



TEXT FEATURES:

Organisational Techniques to draw the reader's attention to certain information	Expanded noun phrases to inform the reader	Complex Sentences to join sentences and give more detail and information
<p>Bold text/Glossary - species</p> <p>Sub-headings - <u>HABITAT</u></p> <p>Bullet Points - ■ ✓ ✎</p> <p>Diagrams/Pictures -   </p> <p>Labels - </p>	<p>lots of interesting, unusual places could be seen</p> <p>several important, necessary jobs through the years</p> <p>The famous, hard-working and talented leader helped them to succeed in the battle.</p>	<p>Conjunctions because ~ if ~ after ~ that ~ before ~ when ~ although ~ while ~ until</p> <p>He knew he wanted to be a soldier when he was just 7.</p> <p>Although the kiwi is flightless, it is still classified as a bird.</p>

SENTENCE STRUCTURE:

Commas

- To separate nouns in a list:**
found in England, Italy, America and France.
- To mark fronted adverbials:**
Fortunately, the area is now free from danger.
- To mark subordinate clauses:**
After he finished University, he worked as a vet.

Past Perfect Tense

- He **had met** his wife in York.
- They **had published** many famous books together.
- After we **had studied** different species of animal, we were able to group them.

MAKE IT FLOW:

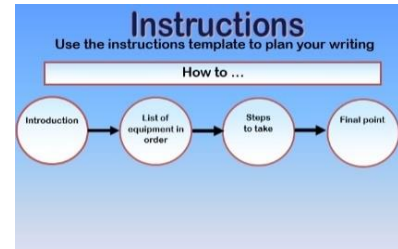
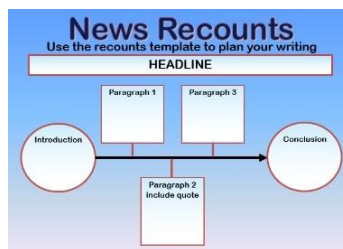
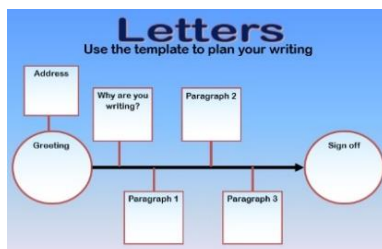
CONJUNCTIONS: FANBOYS ~ when ~ before ~ after ~ while ~ because ~ if

CONNECTIVES: early ~ soon ~ afterwards ~ yesterday ~ sometimes ~ alongside ~ in front of
also ~ as well as ~ however ~ so that ~ unlike ~ for example ~ such as

WRITING TO INFORM – YEAR 4

TEXT EXAMPLES:

Letters	News Report	Instructions
<p>33 Henry Avenue Buntingford Suffolk 30th September, 1939</p> <p>Dear Mum,</p> <p>I'm writing to tell you that I arrived safely and to say thank you for the new hair slides you packed in my case. How lovely to have a nice surprise after such a long day!</p> <p>When we got to Buntingford, we all had to go into the village hall where they gave us milk and buns. I shared mine with my best friend Rita Evans because she dropped hers on the floor. After that, we were lined up along the wall and people from the village came to choose someone to take home. Some children went together, especially, the brothers and sisters but unfortunately Rita and I got split up. I was disappointed but it didn't matter as a really smiling lady called Mrs Clark asked, "Would you like to come and stay with me dearie?" So now, that's where I am. She says I've to call her Auntie Ivy and her husband is Uncle Bob. What do you think of that?</p> <p>Their house is a bit different to our flat in London. It stands in the middle of a fine-looking garden with lots of vegetables growing and there's even some chickens! Uncle Bob says it all helps to keep up our ration. He's apparently been working every evening with their neighbour Mr Jacques to dig out spaces for an Anderson Shelter. They've dug up a load of grass and they're going to put it back over the top afterwards to hide the shelter. Auntie Ivy says he had to dig out all his prize roses to build the shelter but she thinks actually he can replant them over its roof. I took a peek inside and it's got little beds for us all like a doll's house. Inside a bit damp and musty mind you so I don't know about sleeping in it. Unless there's an air raid. I'm in the attic on a sort of canvas cot bed. It's alright but I can't see out since there's only a little skylight and it's too high up for me. Teddy lives on the bed and when we go to sleep, we say a little prayer for you all back in London so you'll be safe.</p> <p>Guess what we did yesterday? We went paddling in the sea and built sandcastles! It was incredible fun and we splashed each other. Auntie Ivy says we won't be able to do it again though because the Home Guard are busily putting barbed wire along the beaches to stop the Germans' ships invading from the sea. There are also anti-aircraft guns in the dunes to stop the planes.</p> <p>Have you had a letter from Dad yet? I asked Uncle Bob if he was going to join up but he's in a reserved occupation as the water board so he has to stay in Sussex.</p> <p>I miss you, Nancy and Didi very much. Can you come and visit me here soon? Please write and tell me what's happening at home.</p> <p>Lots of love, Jane x</p> <p>P.S. Auntie Ivy says I can send you a jar of her homemade strawberry jam. It's yummy!</p>	<p>Roman Coin Surprise for Mrs Ship</p> <p>Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.</p> <p>The nation was gripped last week as a local teacher became a millionaire thanks to a lucrative Roman find beneath her very feet.</p> <p>Last year, Sally Ship, a 44-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one so nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging. I had a feeling it was something special.'</p> <p>'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a gift for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'</p> <p>'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of history in our garden, well,</p>	<p>How to Get to Starshine City</p> <p>Have you ever dreamt of visiting the magical city of Starshine? This enchanting world promises to amaze you and is definitely worth a visit. Read on to discover how to access the portal that will lead you to this magnificent secret world, which is full of wonder and excitement.</p> <p>You will need:</p> <ul style="list-style-type: none"> • the light of a full moon • a flute or whistle • a spade • a netted and pin • five glass pebbles • the secret password (from Galadriel the Gnome) <p>What to do:</p> <ol style="list-style-type: none"> 1. By the light of a full moon, travel to the bottom of your garden and call out, "Open the portal". 2. Listen for the haunting tune of the portal out then use the flute or whistle to repeat it back exactly as heard. 3. After precisely one minute, a small portal door will appear in the hedge to your right. Step through the door and shut it behind you. 4. Close your eyes and slowly spin around three times anticlockwise. 5. When you have finished the last spin, open your eyes and step out of the portal. You will find yourself in a strange magical forest. 6. Look for the leafless oak tree, then use the spade to dig a hole at the base of the tree where the moss is a darker shade of green. 7. Feel around in the hole to find a metal lever. Turn the lever to the left until the trunk of the tree splits twice to reveal a spiral staircase leading underground. 8. Go down one hundred steps until you reach a door marked "The Gnomes' House". 9. Turn, up on the door three times and call for "Galadriel the Gnome". 10. When Galadriel answers the door (you will recognise him by his magnificent white, curly beard), ask him for the secret password and pay him with the glass pebbles. Repeat the password in the notebook. 11. Continue down the spiral staircase to the very bottom where you will find yourself standing on a smooth slate slab. Trace the password with your finger across the slab then count back slowly from ten to one. 12. With a flash and a bang, the slab beneath your feet will disappear and you will find yourself whisking down a chute (flooded with sparkling light directly into Starshine City). <p>When you arrive, don't forget to take lots of photographs, buy one or two souvenirs and make time to say hello to the quirky, local residents. Have fun! You are certain to remember your visit to Starshine City forever.</p>



TEXT FEATURES:

Organisational Techniques to draw the reader's attention to certain information	Expanded noun phrases to inform the reader	Complex Sentences to join sentences and give more detail and information
<p>Italics – <i>Band Manager</i></p> <p>Photo/Picture - </p> <p>Captions – Mr Jones, Head of St Thomas' School</p> <p>Sub-headings - <u>Equipment</u></p>	<p>the strict old teacher with the straggly grey beard</p> <p>boiling, red-hot lava bubbled up inside the volcano</p> <p>those annoying, unnecessary creatures deep below the ocean</p>	<p>Conjunctions</p> <p>after ~ although ~ as ~ while ~ when ~ until ~ because ~ before ~ if ~ since</p> <p>I have been thinking long and hard while trapped in the cave.</p> <p>Since he had arrived in town, there had been more robberies.</p>

SENTENCE STRUCTURE:

Commas

- **To separate nouns in a list:**
Please send money, clothes, books and food.
- **To mark fronted adverbials:**
Humbly, he accepted the £1000 cash reward.
- **To mark subordinate clauses:**
As you stir the mixture, slowly pour in the oil.

Past Perfect Tense

- We **had been** getting on so well.
- They **had searched** all over for him but had no luck.
- Before the disaster, we **had played** football together.

MAKE IT FLOW:

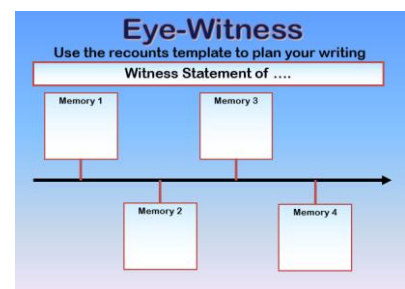
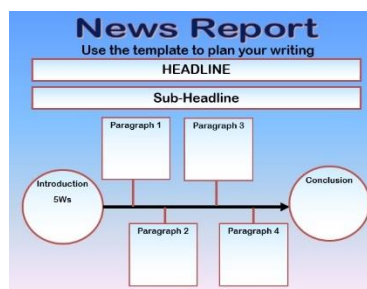
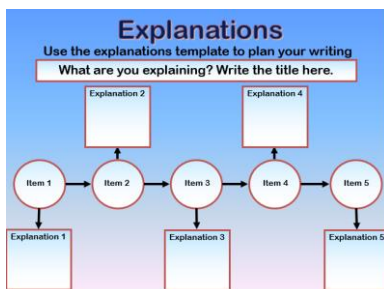
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ both ... and ~ so ... as

CONNECTIVES: initially ~ meanwhile ~ before long ~ normally ~ recently ~ once in a while
in addition ~ just as ~ therefore ~ this causes ~ first of all ~ for instance

WRITING TO INFORM – YEAR 5

TEXT EXAMPLES:

Explanation	News Report	Eye Witness Recount
<p>How does a Telescope Work?</p> <p>A telescope makes faraway objects look closer and lets you see them better. This text explains how a telescope works.</p> <p>Why do we need a telescope?</p> <p>When things are far away, the pupil of your eye does not allow enough light to enter. This means that you can't see the object in enough detail. Also, a faraway object projects only a tiny image onto the back of your eye. A telescope improves your vision in two ways. Firstly, the large end of the telescope collects lots more light from the object you are looking at. Secondly, the eyepiece of the telescope magnifies the small image, allowing you to see a bigger, more detailed image.</p> <p>Optical telescopes</p> <p>Optical telescopes observe visible light from space. Small ones allow amateur astronomers to study the night sky. In addition to this, there are some rather large optical telescopes positioned around the world. These are used by professional astronomers. There are two main types of optical telescope. The refractor telescope uses a glass lens, while the reflection telescope uses mirrors.</p> <p>The refractor telescope</p> <p>A refractor telescope collects light through a special lens called an objective lens. When you look at a faraway object, like a star, the objective lens collects the light from that object. Next, the light travels along the telescope and through an eyepiece. Finally, the eyepiece acts like a magnifying glass, making the object look bigger.</p> <p>The reflection telescope</p> <p>A reflection telescope collects light through a mirror called a primary mirror. Again, the light travels through the telescope to the eyepiece. Finally, the eyepiece acts to make the object look bigger.</p> <p>Bigger images</p> <p>The smaller the objective lens or the primary mirror, the less light it can collect. This means that you see a smaller and less detailed image. The bigger the objective lens or the primary mirror, the more light it can collect. This means that you see a larger and more detailed image.</p> <p>Did you know?</p> <p>The Hubble Space Telescope is one of the most famous optical telescopes in the world. It was sent into space in 1990 and orbits the Earth at a speed of 5 miles per second. Every 97 minutes, Hubble completes a spin around the Earth, taking pictures of planets, stars and galaxies as it goes.</p>	<p>The Sporting Telegraph</p> <p>The Number One Sports Newspaper</p> <p>Brilliant Bolt Grabs Gold Again!</p> <p>Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals</p> <p>Exclusive report by John Stevenson</p> <p>Usain Bolt magnified his title as the World's Fastest Man by achieving a marvellous third gold medal of the games this week. In front of a swelling capacity crowd in London's Olympic Stadium, the 29-year-old world record holder completed a remarkable set of victories to establish himself as one of the greatest sprinters of all time.</p> <p>Following earlier victories in both the 100m and 200m individual sprints, Bolt inspired his Jamaica team-mates to a third triumph in the 4x100m relay. The three gold medals are added to his personal collection alongside similar achievements in the corresponding individual events of Beijing in 2008.</p> <p>Afterwards, the reigning 100m and 200m world champion was understandably hazy in his celebrations.</p> <p>"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relaxed. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.</p> <p>Although other athletes have won more medals than Bolt, including American sprinter Carl Lewis who was commenting for a television network, no-one else can match the explosive power and unrelenting pace exhibited by Bolt.</p> <p>Now thinking ahead to his future and the potential of bringing down the curtain on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. Instead, he will focus on charity work, a likely ambassador role in the sport or could even consider a dramatic switch to another sport such as football. As the crowd filled out of the magnificent stadium, the tall one still about just one metre - the incredible Usain Bolt, who is surely already an Olympic legend.</p>	<p>WITNESS STATEMENT</p> <p>Cr Act 1967, s.9; MC Act 1988, ss.5A(1)(a) and 5B; Criminal Procedure Rules 2005, Rule 27.1</p> <p>Statement of Michael Constable URB: _____</p> <p>Age if under 18 Over 18 _____ (If over 18 leave 'year 18') Occupation: Police Officer</p> <p>This statement (consisting of 8 _____ pages each signed by me) is true to the best of my knowledge and belief and I make it knowing that, if it is tendered in evidence, I shall be liable to prosecution if I have wilfully stated anything in it which I know to be false, or do not believe to be true.</p> <p>Signature: _____ Date: 24/01/2015</p> <p>Tick if witness evidence is orally recorded <input type="checkbox"/> (Insert witness details on next)</p> <p>I am PC Michael CONSTABLE 5941X I'm a Police Officer for Lambeth Licensing and Night Time Economy Team. I am the dedicated officer for North Lambeth. This is the first opportunity to write this statement, as I have been involved in the evidence gathering for the summary review of the premises Carriage 34 on 3rd February 2015. I have used folder to assist me in writing this statement to give an overview in my participation and engagement with Carriage 34. This statement refers to licensed premises Carriage 34, 34 Lower Marsh, SE1 7RG. This is located in the Bishop's ward, an area which I have been tasked for looking after. The venue first came to my attention on Monday 27th October 2014, in which I was informed of what had taken place by PS JARRED. This was an assault of Grievous Bodily Harm, that took place inside the venue and that security had refused Police entry.</p> <p>I was tasked with to arranging a meeting to discuss what had happened, and how things can be improved in future with Police and the premises management of Carriage 34. I've requested the Premises Owners Mr Dhillon and Mr Singh to attend along with the Designated Premises Supervisor (DPS) Rajan Bhanot via voicemail and email. Rajan Bhanot informed me via email that the owners were away in India and were not able to attend. I'd also been tasked to do intelligence checks on the venue and discovered there had been two (2) previous assaults, both of Grievous Bodily Harm (GBH). Crime reports 1224533/14 and 1226058/14 refers.</p> <p>On Wednesday 29th October (Appendix 5) at 1430 hours I meeting was held at Brunton Police Station on the first floor in the meeting room. Those in attendance were: Police Sergeant (PS) Tony JARRED,</p>



TEXT FEATURES:

Expanded noun phrases to inform the reader	Relative Clauses to add further detail	Complex Sentences to join sentences and give more detail and information
<p>Light, free-flowing gas molecules bounce around inside a container.</p> <p>The small, newly refurbished shop will be ready for its grand opening ahead of time.</p>	<p>Relative Pronouns</p> <p>who ~ which ~ where ~ when ~ whose ~ that</p> <p>In Downing Street, where the Prime Minister lives, there is a high level of security.</p> <p>The burglar, who was caught red-handed, went straight to jail.</p>	<p>Conjunctions</p> <p>AAAWWUBBIS</p> <p>The magma chamber, before a volcanic eruption, is filled with molten rock from the mantle.</p> <p>The poor victim - terrified by the fierce dragon - ran home as swiftly as he could.</p>

SENTENCE STRUCTURE:

Brackets for parenthesis

- the liquid turns into a vapour (gas)
- Ben Nevis (1,354m) is in Scotland

Passive Voice

- The trophy was snatched from his grasp by the superior athlete.

Colons

- In order to burn, a fire needs : oxygen, heat and fuel.

Semi-Colons

- The victim was left with several wounds ; the criminal was unhurt.


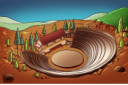


MAKE IT FLOW:

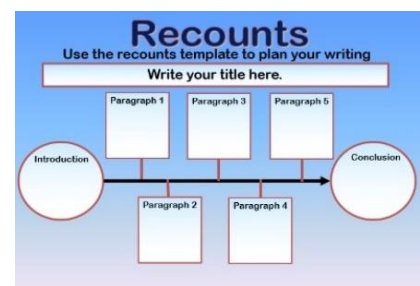
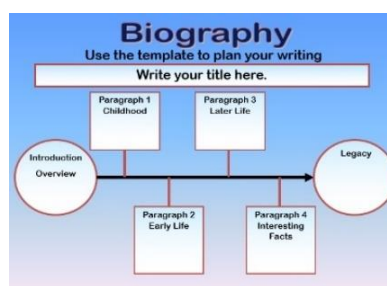
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ not only...but also ~ so... as

CONNECTIVES: at that point ~ never before ~ frequently ~ occasionally ~ amongst ~ past equally ~ likewise ~ certainly ~ hence ~ importantly ~ in summary

WRITING TO INFORM – YEAR 6

TEXT EXAMPLES:

Non-Chronological Report	Biography	Diary Recount
<p>The Ancient Greeks</p> <p>The Ancient Greek civilisation lasted from around 800BC until 146AD when the Romans invaded Greece. The geography of Greece influenced how it developed as a country, with much of its land broken up by mountains or sea. Even today the rough landscape makes travel difficult. The Ancient Greeks did not think of Greece as a single country – it had never been united by a single leader. Instead, the Ancient Greeks set up independent city-states or polis which were both influenced by and in competition with each other.</p> <p>The two most famous city-states were Athens and Sparta. These contrasted greatly. Whilst in Athens a democratic government ruled, elected by male citizens, in Sparta there was an oligarchy, ruled by two kings from two royal families and five ephors (a council of overseers). Spartan women had greater freedom than their Athenian counterparts, who were discouraged from leaving the home.</p> <p>Athens was rich in literature and the arts, advancing a culture of poetry, song and theatre as well as history and philosophy. In contrast, Sparta valued literature. This means that much of the knowledge that we have of the Greeks and their way of life comes from evidence left by the Athenians, who may not have left behind as unbiased opinion.</p> <p>Society</p> <p>If you were rich in Ancient Greece, life was good. The affluent lived in large town houses and might have also owned a house in the country. Most families owned household slaves and labourers and even poor families might have owned a few workers to perform menial duties. These slaves had no power or status at all but they were not allowed to be beaten or killed. Sometimes slaves were owned by a city-state instead of a family and could be employed to detect counterfeit money or even work as part of a police force.</p> <p>Religion</p> <p>Greek religion was polytheistic, meaning that they believed in many gods, not just one. Greek mythology sought to explain the creation of the earth and the nature of the world. The gods were human-like beings who lived on Mount Olympus and could become involved in the lives of men, coming to Earth to change things and influence people. It was also essential to please the gods – happy gods could make things go your way but unhappy gods could make your life miserable. The Ancient Greeks built temples for their gods, not for people to worship in but to house the statues of the gods, which were treated as if they were real.</p> <p>Theatre</p> <p>Plays were very important in Ancient Greece as they often formed part of a religious festival. Theatres were open air and circular with seats for the audience set into steps at the sides. The company was made up of three actors who wore different masks to change characters and the chorus, a group of about fifteen people who stood at the side, talking or singing together to narrate the story. Plays could be tragedies.</p>  	<p>Sir Bradley Wiggins – Racing Megastar</p> <p>Sir Bradley Mark Wiggins is a British road and track cyclist. He has won both World Championships and Olympic Games. He is in fact, so far, the only cyclist to win the Tour de France and an Olympic gold medal in the same year in 2012. He is also the only person to win a Grand Tour and a gold medal in track cycling. He has won so many medals that he has become the most decorated British athlete for the Olympic Games.</p> <p>Early Life</p> <p>Bradley Wiggins was born on the 28th April, 1980 in Ghent, Belgium. He moved to London with his mother when he was young and learned to ride a bike in Hyde Park. Bradley grew up without really knowing his father, all he knew was that he was a professional cyclist. Bradley loved sports. In fact, when Bradley was young, he preferred to play for West Ham United football club.</p> <p>Professional Career</p> <p>Bradley was first encouraged to try cycling after watching Chris Boardman in the 1992 Olympic Games. It became his obsession. Bradley started his career racing on the track. He was invited to train at the Manchester National Cycling Centre as a youngster and at the time people could already see that Bradley had the talent to go far. Bradley is a versatile rider, during his career, he has won so many medals, titles and competitions that it would be impossible to include them all in one biography and instead Bradley has written four books to tell his tale.</p> <p>Bradley won the individual pursuit at the UCI Junior Track Cycling World Championships in 1998, only six years after being inspired by Chris Boardman. Later on in 1998, he won his first senior medal at the Commonwealth Games, which was a team pursuit.</p> <p>In the Olympic Games in Sydney in 2000, Bradley won bronze in the team pursuit and came fourth in the Madison with Rob Haylen. Later on in the same year, he won silver in the team pursuit at the Track World Championships in Manchester. In 2001, Bradley was able to achieve medals on the road as well as on track, winning the Criterium <i>à Mallorca</i> and <i>Fleche de Sud</i>, two annual road races held in Spain and Luxembourg. Bradley also collected several track medals that year.</p> <p>In 2004, Bradley became the first British athlete in forty years to win three medals in one Olympic Games. He won a gold, a silver and a bronze that year in Athens, Greece. For the next three years, however, Bradley did not compete in any major track races and spent his time focussing on road racing.</p> <p>Bradley competed in the Track World Championships, winning three golds in 2008. Later that year he was awarded with two gold medals in the Beijing Olympics. Wiggins took a break from track racing after the 2008 Olympics as he wanted to pursue his career further in road racing. In 2009, Bradley earned 4th place in the iconic Tour de France. The Tour de France is an annual cycling event that takes 200 riders along a 2000 mile course around France, over 23 days – a taxing tournament!</p> 	<p>Christopher Columbus Diary</p> <p>23rd January 1492</p> <p>Dear Diary,</p> <p>Today I received the best news – the expedition that I have been planning for years is to happen thanks to the new rulers of Spain. Although I had little schooling during my childhood in Italy, I vowed that I would go to sea when I was old enough. As a teenager, I became a sailor in Greece and was lucky I had learnt to swim when we were attacked by pirates! After that, I spent some time in Lisbon, Portugal, where my brother, Bartholomew, allowed me to spend hours in the bookshop he owned learning all I could about navigation and map-making. Without all this preparation I would never be able to complete the voyage I am planning for later this year, when I will cross the 'Sea of Darkness' into the unknown.</p> <p>I am sure that the world is not too large so I will easily find the gold mines written about by Marco Polo following his 1271 journey to Asia. With my 90 crewmen and supplies all set to sail in August in the Niña, the Pinta and the Santa Maria, I am confident that our expedition will be successful and we will find many treasures. Whatever happens, I will have fulfilled my dream of exploring the seas to find new worlds.</p> <p>In hope,</p> <p>Christopher Columbus</p> <p>12th October 1492</p> <p>Dear Diary,</p> <p>Following a difficult journey taking much longer than I had expected (it took six weeks to cross the 'Sea of Darkness'), we have arrived on the new world that I will call San Salvador (Holy Saviour). As we went ashore, we were met by peaceful, friendly people with golden jewellery – my journey will not be wasted! I am sure I believe that these people will convert to Christianity (I do not think they have any religion here). I hope they will lead us to the gold mines.</p> <p>In anticipation,</p> <p>Christopher Columbus</p> 



TEXT FEATURES:

Expanded noun phrases to inform the reader	Relative Clauses to add further detail	Complex Sentences to join sentences and give more detail and information
<p>Usually, affluent, educated Athenians lived amid friends in the city with a second, large house within the country.</p> <p>He achieved prestigious bronze, silver and gold medals throughout his career.</p>	<p>Relative Pronouns</p> <p>who ~ which ~ where ~ when ~ whose ~ that</p> <p>The Sahara desert, which is the biggest non-polar desert in the world, is in Africa.</p> <p>She always wore her lucky charm that her father gave her.</p>	<p>Conjunctions</p> <p>AAAWWUBBIS</p> <p>Almost unbelievably, Antarctica, although it does not contain sand, is actually a desert.</p> <p>In her early years, Sally – bored with having no siblings to play with – read for hours on end.</p>

SENTENCE STRUCTURE:

Brackets for parenthesis

- The Olympics (established in 1896)
- to displace (push aside) the water

Passive Voice

- A museum in his honour was erected in London in 1987.

Colons

- England was a good country for them to invade : it had plenty of useful land.

Semi-Colons

- Some say Florence Nightingale was the best nurse ; others say it was Mary Seacole.

MAKE IT FLOW:


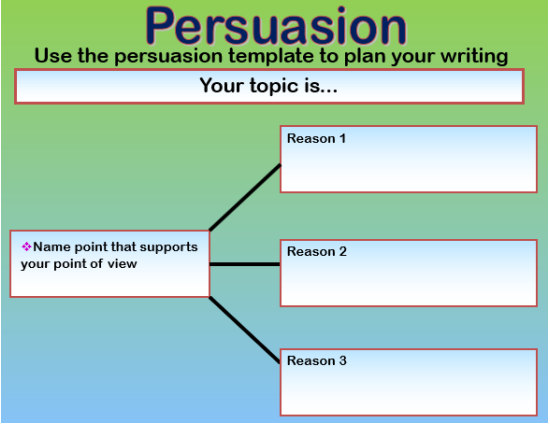
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ whether ... or

WRITING TO PERSUADE – YEAR 3

days ~ previously to ~ seldom ~ amid
only ~ thus ~ resulting in ~ evidently

TEXT TYPES:

Advertisement	Letter	Speech	Poster
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Letter	Planning Template
	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
advantage bargain extremely magnificent popular sensational one of a kind	The finest You will be Possibly the best You'll never need to You'll always Just think what Now you can	See ... See ... See ... It's the best for ... It's the best for ... It's the best for ... Come and ... Come and ... Come and people visitors per day ..% of people say ... over fantastic exhibits at least ... years old

SENTENCE STRUCTURE:

2nd person

- You
- You'll
- Your
- Yours

Imperative verbs

- Try
- Leave
- Find out
- Enjoy the

Rhetorical question

- Have you always wanted to ...?
- Why not try ...?

Adverbs for possibility

- Certainly
- Clearly

Capital letters

- Stonehenge
- Amesbury, Wiltshire

Comma for list

- See our woolly mammoths, cave bears, wolves and wild boars.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: also ~ as well as ~ in order to ~ so that ~ for example ~ such as
WRITING TO PERSUADE – YEAR 4 as soon as ~ through

TEXT TYPES:

Advertisement	Letter	Speech	Poster
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Poster & Tourist Guide Brochure	Planning Template
<p>12 James Avenue, Sutton SP3 7RT March 16th 2010</p> <p>Mr. Richard Billings Sutton School Board 365 Palmer Street Sutton SP3 7RH</p> <p>Dear Mr. Billings</p> <p>On behalf of the Sutton Basketball Association, we would like to ask you to allow us to use the gymnasium on Thursday nights from 7 to 9. When we approached Mr. Harvey, the Headteacher of Sutton School, he said that it was not the policy of the school board to open up the school in the evenings.</p> <p>We are asking you to change the policy so that the youth in our town can have a place to use for organized activities. The evening cleaner is there until ten o'clock and should be able to let us in and lock up after we leave. There will also be at least 4 adults to supervise our activity. In discussion with the players, all said they are willing to pay a pound a night to use the facilities this covering any extra cost that might occur.</p> <p>Our school is a public building paid for with taxes from the community. We feel it should be open to community groups. I hope you will seriously consider our request and get back to us as soon as possible.</p> <p>Yours truly, Sam Allen Sutton Basketball Association</p>	<p>Persuasion Use the persuasion template to plan your writing</p> <p>Introduction – Why are you writing?</p> <p>Point 1 → Evidence</p> <p>Point 2 → Evidence</p> <p>Point 3 → Evidence</p> <p>Conclusion – Summarise and Advise</p>

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
abolish appalled cruel damaging harmful shameful terrible	Probably the worst case in history We've heard that a million times Never before has it been known You'll always	Think about ... Think about ... Think about ... Have you considered ...? Have you considered ...?	It costs just% of deaths million people over half the ... £.... spent on ...

SENTENCE STRUCTURE:

2nd person

- You
- You'll
- Your
- Yours

Imperative verbs

- Imagine
- Take a moment
- Think
- Worry about

Rhetorical question

- Isn't it time to ...?
- Don't you think that ...?

Adverbs for possibility

- Surely
- Probably

Capital letters

- Syria
- United Nations Refugee Agency

Comma for list

- wars, hardship, environmental damage and climate change.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ either ... or ~ neither ... nor

CONNECTIVES: in addition ~ even though ~ otherwise ~ therefore ~ this results in
WRITING TO PERSUADE – YEAR 5 ~ year ~ recently ~ once a month

TEXT TYPES:

Advert	Letter	Speech	Campaign
Persuasive Speech		Planning Template	
<p>Speech: Homework should be banned</p> <p>Friends and fellow citizens, I stand before you to talk about a matter that really breaks my heart: the crime of giving schoolchildren homework! Those poor schoolchildren have so much time sucked up in their education, that once they get home they almost have spent the same amount of time at school as their parents spent at their work. After they got home they are ought to make a lot of homework, instead of using this time to rest and spend with their friends. They have to sit in their room, working. Their parents have the freedom of spending their time at home anyway they want to. Those poor schoolchildren have to make homework or they are forced to spend more time at school as a punishment. They go to school for about 8 hours, sometimes there are in between hours, yet in those hours, it is practically impossible to make all of the homework they got. Most teachers give a lot of homework, like these poor children haven't got enough homework to do. When they finished all of the homework there is no time left to spend with their friends. Especially during the teen years friends are the people which get children through the day. Friends are the ones they should spend a lot of time with. According to my point of view, homework is supposed to be banned, since these poor schoolchildren have enough to do and they must have time to spend with their friends. This time is now taken up by homework.</p>		<p>Persuasion Use the persuasion template to plan your writing</p> <p>Introduction – Why are you writing?</p> <p>Point 1 → Evidence & Elaboration</p> <p>Point 2 → Evidence & Elaboration</p> <p>Point 3 → Evidence & Elaboration</p> <p>Conclusion – Summarise, Restate and Advise</p>	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
astounding flawless guaranteed ideal loyal overwhelming tremendous	If you don't ... I will ... A million people would agree with me Obviously the best possible choice Without a doubt ...	I will be the ideal person to ..., ideal because ... You must ... You must ... You must ...	it's 100% verified it will increase by ... not since 1834 ... only 1 in 10 people ... it was discovered that ...

SENTENCE STRUCTURE:

Modal verbs

- must, mustn't
- will, won't
- shall, shall not
- would, wouldn't

Imperative verbs

- Ask yourself
- Ensure that
- Listen to
- Consider

Rhetorical question

- Fed up with ...?
- What are you waiting for?

Adverbs for possibility

- Obviously
- Definitely

Short sentences

- This must stop!
- Give it a chance!

Dashes for parenthesis

- This is your chance – your only chance – to change things.

MAKE IT FLOW:


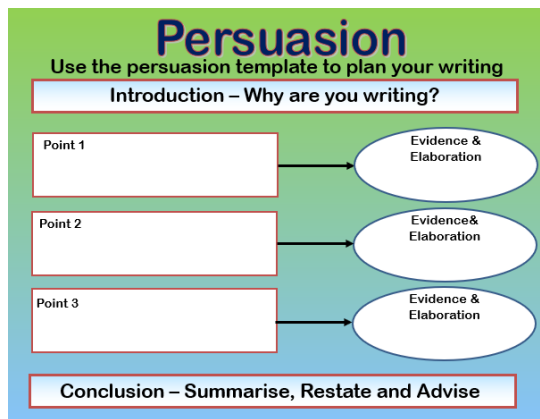
CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ so ... as ~ not only ... but also

CONNECTIVES: equally ~ likewise ~ many people believe ~ whereas ~ consequently
 in reason for this ~ in summary

WRITING TO PERSUADE – YEAR 6

TEXT TYPES:

Advert	Letter	Speech	Campaign
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Campaign	Planning Template
	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
disturbing polluted negligence poisonous suffocating disgraceful nauseating	Only a fool would believe that ... A billion people can't be wrong, can they? We will be wiped out in the blink of an eye Evidently, you haven't done your research	It's not okay to ... It's not okay to ... It's not okay to ... It is time to ... time to ... time to ...	only ..% chance we only have .. months it's been ... years since less than 1:3 cost of £... billion

SENTENCE STRUCTURE:

Modal verbs

- may have
- might have
- could have
- ought to

Subjunctive

- If I were you, I would
- We demand that be acted on

Rhetorical question

- Have you considered ...?
- How can you live with ...?

Adverbs for possibility

- Evidently
- Inevitably

Short sentences

- We must act now!
- No time to waste!

Dashes for parenthesis

- This is our world – our beloved world – that needs saving.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ AAWWUBBIS ~ so ... as ~ not only ... but also

CONNECTIVES: furthermore ~ moreover ~ similarly ~ compared with ~ conversely
 in spite of this ~ nevertheless ~ thus ~ resulting in ~ undoubtedly

WRITING TO DISCUSS – YEAR 5

TEXT TYPES:

Balanced Argument	Newspaper/Radio Article	Review
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Balanced Argument Example	Planning Template								
<p>WHY VISIT ANTARTICA?</p> <p>Since Roald Amundsen's team became the first humans to reach the South Pole on December 14th 1911, there has been much discussion about why explorers would want to visit Antarctica. This raging controversy is of vital importance because children in Y6 are suggesting that we have a class trip there as part of our topic.</p> <p>Mr Nourse, friend of famous explorers, has argued that we should visit Antarctica because this would benefit us in many ways. Firstly, it would enable us to see penguins in their natural environment, giving us a greater understanding of how these wonderful creatures behave and live in the wild. Furthermore, it would help us to undertake research in order to further protect Antarctica. This would ensure that future generations are able to see Antarctica as we do today. Moreover, Mr Nourse argues that visiting Antarctica offers individuals a chance to embark on a life-changing journey of self-discovery and personal challenge.</p> <p>On the other hand, the large majority of people on Earth do not believe that visiting Antarctica is a wise suggestion. First of all, they point to the fact that when people have previously visited Antarctica, they have lost their lives due to the harsh conditions there. Furthermore, they add that diaries from previous explorers show that they miss their families too much and suffer from depression as a result of this. Additionally, they are worried that by visiting Antarctica we are adding to the melting of the polar ice caps as we travel on them.</p> <p>Having considered the arguments from both sides, we believe that people should be encouraged to visit Antarctica as there is much to be gained from the whole experience. While the majority of people are usually correct, we have concluded that in this instance, Mr Nourse is a force to be reckoned with and we should take his advice.</p>	<p>Discussion Writing</p> <p>Use the discussion template to plan your writing</p> <p>Should</p> <p>Introduction to the argument – why is it causing controversy?</p> <table border="1"> <thead> <tr> <th>For</th><th>Against</th></tr> </thead> <tbody> <tr> <td>✦ Point 1 + evidence</td><td>✦ Point 1 + evidence</td></tr> <tr> <td>✦ Point 2 + evidence</td><td>✦ Point 2 + evidence</td></tr> <tr> <td>✦ Point 3 + evidence</td><td>✦ Point 3 + evidence</td></tr> </tbody> </table> <p>Conclusion – State your opinion with reasons and evidence why</p>	For	Against	✦ Point 1 + evidence	✦ Point 1 + evidence	✦ Point 2 + evidence	✦ Point 2 + evidence	✦ Point 3 + evidence	✦ Point 3 + evidence
For	Against								
✦ Point 1 + evidence	✦ Point 1 + evidence								
✦ Point 2 + evidence	✦ Point 2 + evidence								
✦ Point 3 + evidence	✦ Point 3 + evidence								

TEXT FEATURES:

Relative clauses	Quotes	Complex lists	Parenthesis
Human immigration, which is becoming a major concern in Europe due to various factors , is something we need to understand more.	Martin Luther King Jr famously said, “ Injustice anywhere is a threat to justice everywhere.”	People leave their home countries for various reasons : lack of employment ; uninhabitable living conditions ; war between states ; reuniting the family.	Refugees can request a right of asylum (protection by another country) if they are not safe to remain living in their country of birth.

SENTENCE STRUCTURE:

Modal verbs

- must, mustn't
- will, won't
- shall, shall not
- would, wouldn't

Adverbials

- Despite the negatives ...
- As a consequence of this ...

Passive voice

- The laws are determined by the government.

Technical vocabulary

- administration
- embassy

Formal tone

- It is felt that the target is unrealistic and unachievable.

Expanded noun phrases

- These alarming images coming to use from on board the boat.

MAKE IT FLOW:


CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: equally ~ likewise ~ many people believe ~ alternatively ~ rather than ~ whereas ~ consequently ~ hence ~ due to the fact

WRITING TO DISCUSS – YEAR 6

TEXT TYPES:

Balanced Argument	Newspaper/Radio Article	Review
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Radio Interview	Planning Template								
<p>SHOULD GALACTIC PARK BE CLOSED?</p> <p>RADIO ANNOUNCER</p> <p>Many of you are concerned that the redeveloped Galactic Park is now facing closure. So this morning we have with us in the studio Mr Willis — the managing director of Galactic Park. If you have anything that you would like to discuss with Mr Willis, here's your chance. The lines are open, so ring us now.</p> <p>Good morning Johanna. Do you have something to say to Mr Willis?</p> <p>JOHANNA</p> <p>Well yes. Mr Willis, the Big Dipper has caused a lot of noise and unrest for the people of North Park. And now it looks like Galactic Park will close at great expense to the public. How can you justify what has happened?</p> <p>MR WILLIS</p> <p>Johanna, I understand what you are saying, but all you have to do is put it in an historical context. Galactic Park is an Australian icon which has been a part of our history for as long as people can remember. The smiling face has greeted millions of people, both Australians and tourists. The Park has also provided millions of people with hours of enjoyment.</p> <p>RADIO ANNOUNCER</p> <p>We now have Russell from Aqua Bay on the phone. Go ahead Russell.</p> <p>RUSSELL</p> <p>It is all very well for Galactic Park to be an Australian icon, but I—and the other residents of Aqua Bay—don't get any sleep. We lie awake all night listening to the noise of the Big Dipper, and to the screams of the people on it. Why wasn't any thought given to this problem? In my opinion, the park must be closed. The sooner the better.</p> 	<p>Discussion Writing</p> <p>Use the discussion template to plan your writing</p> <p>Should</p> <p>Introduction to the argument – why is it causing controversy?</p> <table border="1"> <thead> <tr> <th>For</th><th>Against</th></tr> </thead> <tbody> <tr> <td>✦ Point 1 + evidence + elaboration</td><td>✦ Point 1 + evidence + elaboration</td></tr> <tr> <td>✦ Point 2 + evidence + elaboration</td><td>✦ Point 2 + evidence + elaboration</td></tr> <tr> <td>✦ Point 3 + evidence + elaboration</td><td>✦ Point 3 + evidence + elaboration</td></tr> </tbody> </table> <p>Conclusion – State your opinion with reasons and evidence why</p>	For	Against	✦ Point 1 + evidence + elaboration	✦ Point 1 + evidence + elaboration	✦ Point 2 + evidence + elaboration	✦ Point 2 + evidence + elaboration	✦ Point 3 + evidence + elaboration	✦ Point 3 + evidence + elaboration
For	Against								
✦ Point 1 + evidence + elaboration	✦ Point 1 + evidence + elaboration								
✦ Point 2 + evidence + elaboration	✦ Point 2 + evidence + elaboration								
✦ Point 3 + evidence + elaboration	✦ Point 3 + evidence + elaboration								

TEXT FEATURES:

Relative clauses	Quotes	Complex lists	Parenthesis
The North Sea , which covers an area of approximately 575,000 km ² , would flood all of the Eastern counties of England such as Norfolk, Suffolk and Lincolnshire if the water level rose dramatically.	<p>“This is the biggest crisis humanity has ever faced. This is not something you can ‘like’ on Facebook.”</p> <p>Greta Thunberg, Swedish environmental activist.</p>	<p>Many environmental issues arise due to climate change : more violent weather conditions ; drought in vegetative areas ; death of animal and plant species ; flooding from rivers and lakes.</p>	<p>This flooding - the worst in history – could wipe out millions of species.</p> <p>Oceans absorb 27% of CO₂ (carbon dioxide) in the atmosphere.</p>

SENTENCE STRUCTURE:

Modal verbs

- may have
- might have
- could have
- ought to

Adverbials

- Contrary to popular opinion ...
- Owing to an increase in ...

Passive voice

- The lands will be destroyed by the flood irreparably.

Technical vocabulary

- hypothesis
- carbon footprint

Formal tone

- It is felt that the target is unrealistic and unachievable.

Subjunctive

- It is imperative it be acted upon without delay.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: furthermore ~ moreover ~ contrary to ~ conversely ~ in spite of this nevertheless ~ owing to ~ inevitably ~ the evidence suggests

