

# English Progression Map



*Where learning takes root and  
imagination takes flight*

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## **Introduction**

The purpose of this document is to outline how English teaching in Meadow Park shows clear progression for the learners in each year group. It outlines the text types, grammar objectives and spellings to be taught in each year to ensure consistent coverage of the National Curriculum.

## Suggested text types to be covered within each year group:

Year Group	Fiction Texts	Non-Fiction Texts	Poetry
1	Traditional and fairy tales Stories with predictable and patterned language Stories about fantasy worlds Stories with familiar settings Character/setting descriptions.	Instructions Labels, lists and captions Letters Information texts Invitations Diary Recounts	Poems on a theme Use the senses Pattern and rhyme
2	Traditional stories Different stories by the same author Character/setting descriptions Extended stories Stories from other cultures	Reports Information texts Recounts Lists Instructions Fact writing Explanation texts	Poems on a theme Using the senses Pattern and rhyme  <u>SATS prep</u>
3	Stories with familiar settings Myths and legends Adventure and mystery Dialogue and plays Character descriptions Setting descriptions	Instructions Information texts Authors Letters/informal Information texts Reports Recounts	Poems to perform Shape poetry and calligrams Language play
4	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world Stories from other cultures Play scripts Narrative writings from different viewpoints	Information texts Instructions Newspaper articles Persuasive texts Explanation texts Letters/informal Recount Note writing Leaflets	Poems to perform Creating images Exploring form Language play

	Character/settings description Diaries		
5	Setting description Fables, myths and legends Stories from other cultures Film narrative Play scripts Diary writing	Significant authors Reports Explanation texts Recounts Persuasive writing Letters	Poetic style Narrative poetry Performance poetry
6	Stories with flashbacks Reading and writing narrative Setting descriptions Diary	Autobiographies /biographies Arguments Reading and writing authors and texts Formal/impersonal writing Letters Persuasive writing Recounts Non-chronological reports	The power of imagery Narrative poetry Finding a voice Reading poetry <u>Prepare for SATS</u>

### How This is Taught at Meadow Park Academy:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>All Fall Down</b>		<b>All About Me</b>	<b>The Scented Garden</b>	<b>Treasure/Pirates</b>	
<b>Year 1</b>	<p><b><u>Fiction</u></b> The Little Pigs The Three Little Wolves and the Big Bad Pig Humpty Dumpty</p> <p><b><u>Non-Fiction</u></b> What's under the bed?</p> <p><b><u>Poetry</u></b> What is a wall after all? Firework Shape Poems</p>		<p><b><u>Fiction</u></b> Once there were Giants</p> <p><b><u>Non – Fiction</u></b> Writing about ourselves Family Tree</p>	<p><b><u>Fiction</u></b> Oliver's Vegetables</p> <p><b><u>Non-Fiction</u></b> Non-Chronological Reports (plants)</p> <p><b><u>Poetry</u></b> Spring time poem</p>	<p><b><u>Fiction</u></b> Labels Lists Captions Instructions – how to be a pirate</p> <p><b><u>Non-Fiction</u></b> Non-chronological reports Recounts – a day in the life of a pirate Glossary – pirate dictionary</p> <p><b><u>Poetry</u></b> Barefoot Book – Portside Pirate</p>	
	<b>Fire! Fire!</b>		<b>Carnival of Animals</b>		<b>Famous for 5 Minutes</b>	
<b>Year 2</b>	<p>Narrative Recount Persuasive letter Science report (materials) Character descriptions</p>	<p>Setting description Instructions (bread) Lists Safety posters Onomatopoeia Poetry</p>	<p>Character description Different stories by the same author Animal poems Using senses</p>	<p>Traditional stories Lists Explanation texts Stories from other cultures</p>	<p>Fact writing Explanation texts SATS</p>	<p>Reports Poetry (Dahl) Instructions (potions)</p>
	<b>Rainforests</b>		<b>Stone Age</b>		<b>Volcanoes</b>	
<b>Year 3</b>	<p>Book: Winnie the Witch Book: The Great Kapok Tree Character descriptions Setting descriptions Story writing</p>	<p>Recount – trip to the rainforest Stories with familiar settings (story in the woods) – Woolley Firs Trip. Information texts Shape poetry and calligrams –based on rainforest.</p>	<p>Book: The Stone Age Boy Adventure and mystery stories Letters Poems to perform</p>	<p>Myths and legends Reports – trip to Stonehenge Dialogue and plays</p>	<p>Book: The Firework Makers Daughter Character descriptions Setting descriptions</p>	<p>Book: The Butterfly Lion Character descriptions Setting descriptions</p>

	<b>What Makes Britain Great?</b>		<b>Tomb Raiders (Ancient Egypt)</b>		<b>What did the Romans do for us?</b>	
<b>Year 4</b>	Narrative writing from different viewpoints (Voices in the Park) Character description Setting description Explanation text (life of a river) Stories set in an imaginary world	Information leaflets – Windsor Castle Recount (trip to Windsor) Poetry, creating images (Christmas)	Stories from other cultures (Egyptian God stories) Instructions (mummification process)	Letters/Persuasive writing (to pharaoh about releasing slaves) Stories with raise issues or dilemmas Play scripts (link to yr 3/4 production)	Stories with historical settings (Escape from Pompeii) Diaries – Tranio Newspaper articles (about eruption in Pompeii)	Leaflets (gladiator fights/colosseum) Letters (transition activities) Information texts- gladiators/Roman soldiers Poetry – language play/to perform
	<b>Earth and Space</b>		<b>Tudors</b>		<b>Africa</b>	
<b>Year 5</b>	Performance poetry – The Highway Man  Narrative – Cosmic	Instructions  Explanations	Recounts – Tudor monarchs  Narrative Poetry	Diary Writing  Persuasive writing	Stories from other cultures – Journey to Jo'burg  Letters	Play scripts  Fables, myths and legends
	<b>World War 2</b>		<b>Ancient Greece</b>		<b>Vikings/Maya</b>	
<b>Year 6</b>	Descriptions Narrative stories Instructions (gas mask use/air raid) Autobiographies	Stories with flashbacks (The Piano) Remembrance poetry Letters Diaries	Non-Chronological reports Myths Letters Diaries	Persuasive writing Narrative poetry Debate/argument Recounts	SATs prep	Non-Chronological reports

## Progression in Writing – Grammar

This section of the document has been included to support teachers in their teaching of writing techniques, grammar expectations and progression across all year groups.

Points to note when using this guide:

- In the punctuation and terminology columns, any terms in **bold** are a statutory requirement of the National Curriculum in England.
- Terms **highlighted in yellow** are technical grammatical terms that feature in grammar tests in England. These are additional to the terms stated in the National Curriculum.

EYFS

Text Structure	Sentence Construction	Word Structure/Language	Punctuation*	Terminology*
<p><b>Introduce:</b>  <b>Planning Tool</b> –Story map                      /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/                      middle / end</b></p> <p><b>Retell simple 5-part story:</b>  <i>Once upon a time</i>  <i>First / Then / Next</i>  <i>But</i>  <i>So</i>  <i>Finally,.....happily ever after</i></p> <p><b>Non-fiction:</b>  <b>Factual writing closely linked                      to a story</b></p> <p><b>Simple factual sentences                      based around a theme</b>  <i>Names</i>  <i>Labels</i>  <i>Captions</i>  <i>Lists</i>  <i>Diagrams</i>  <i>Message</i></p>	<p><b>Introduce:</b>  <b>Simple sentences</b></p> <p><b>Simple Conjunctions:</b>  <i>and</i>  <i>who</i>  <i>until</i>  <i>but</i></p> <p><b>Say a sentence, write and read it                      back to check it makes sense.</b></p> <p><b>Compound sentences using                      connectives (coordinating                      conjunctions)</b>  <i>and / but</i></p> <p><b>-‘ly’ openers</b>  <i>Luckily / Unfortunately,</i></p> <p><b>‘Run’ - Repetition for rhythm: e.g. He                      walked and he walked</b></p> <p><b>Repetition in description</b>  <i>e.g. a lean cat, a mean cat</i></p>	<p><b>Introduce:</b>  <b>Determiners</b>  <i>the / a</i>  <i>my</i>  <i>your</i>  <i>an</i>  <i>this</i>  <i>that</i>  <i>his</i>  <i>her</i>  <i>their</i>  <i>some</i>  <i>all</i></p> <p><b>Prepositions:</b>  <i>up</i>  <i>down</i>  <i>in</i>  <i>into</i>  <i>out</i>  <i>to</i>  <i>onto</i></p> <p><b>Adjectives</b>  <i>e.g. old, little, big, small, quiet</i></p> <p><b>Adverbs</b>  <i>e.g. luckily, unfortunately, fortunately</i></p> <p><b>Similes – using ‘like</b></p>	<p><b>Introduce:</b>                      Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b>                      Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

**Year 1**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate EYFS list</b>  <b>Introduce:</b>  <b>Fiction:</b>  <b>Planning Tools:</b> <i>Story map / story mountain</i></p> <p><b>Plan opening around</b>                      character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story  <b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b>  <i>Once upon a time...</i></p> <p><b>Build-up</b>  <i>One day...</i></p> <p><b>Problem / Dilemma</b>  <i>Suddenly,.../ Unfortunately,...</i></p> <p><b>Resolution</b>  <i>Fortunately,...</i></p> <p><b>Ending</b>  <i>Finally,....</i></p>	<p><b>Consolidate EYFS list</b>  <b>Introduce:</b>  <b>Types of sentences:</b> Statements                      Questions                      Exclamations</p> <p><b>Simple Conjunctions:</b>                      and                      or                      but                      so                      because                      so that                      then                      that                      while                      when                      where</p> <p><b>Also as openers:</b>                      While...                      When...                      Where...</p> <p><b>-‘ly’ openers</b>                      Fortunately,...Unfortunately,                      Sadly,...</p> <p><b>Simple sentences</b> e.g.  <i>I went to the park.</i>  <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i>  <i>Red squirrels enjoy eating delicious nuts.</i></p>	<p><b>Consolidate EYFS list</b>  <b>Introduce:</b>  <b>Prepositions:</b>  <i>inside</i>  <i>outside</i>  <i>towards</i>  <i>across</i>  <i>under</i></p> <p><b>Determiners:</b>  <i>the a my your an this that his her their some all lots of many more those these</i></p> <p><b>Adjectives</b> to describe                      e.g. <i>The old house...</i>  <i>The huge elephant...</i></p> <p><b>Alliteration</b>                      e.g. <i>dangerous dragon slimy snake</i></p> <p><b>Similes using as....as...</b>                      e.g. <i>as tall as a house</i>  <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b>                      e.g. <i>first, switch on the red button.</i>  <i>Next, wait for the green light to flash...</i></p> <p>Regular <b>plural noun suffixes</b>                      -s or -es                      e.g. <i>dog, dogs; wish, wishes</i></p> <p><b>Suffixes</b> that can be added to <b>verbs</b>                      e.g. <i>helping, helped, helper</i></p>	<p><b>Consolidate EYFS list</b>  <b>Introduce:</b>  <b>Capital Letters:</b>                      Capital letter for names</p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b>                      Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark*</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p>

	<p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> e.g. <i>unkind, undoing, untie</i></p>		<p>Simile – 'as'</p>
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**Year 2**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation*	Terminology*
<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b>  <b>Fiction</b>  <b>Secure use of planning tools:</b> <i>Story map / story mountain / story grids/ 'Boxing-up' grid</i></p> <p><b>Plan opening around</b>            character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b>  <i>e.g. In a land far away... One cold but bright morning.....</i></p> <p><b>Build-up</b>  <i>e.g. Later that day</i></p> <p><b>Problem / Dilemma</b>  <i>e.g. To his amazement</i></p> <p><b>Resolution</b>  <i>e.g. As soon as</i></p> <p><b>Ending</b>  <i>e.g. Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence  <i>e.g. suggest how the main character is feeling in the final situation.</i></p> <p><b>Non-Fiction</b></p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b>  <b>Types of sentences:</b>            Statements            Questions            Exclamations            Commands</p> <p><b>-‘ly’ starters</b>  <i>e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers to sentences</b></p> <p><b>Embellish simple sentences using:</b>  <b>Adjectives</b>  <i>e.g. The boys peeped inside the dark cave.</i>  <b>Adverbs</b>  <i>e.g. Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences</b> using coordinating conjunctions: <i>and/ or / but / so</i> (coordination)</p> <p><b>Complex sentences</b> using: <b>Drop in relative clause:</b>            Who/which  <i>e.g. Sam, who was lost, sat down and cried.</i></p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b>  <b>Prepositions:</b>  <i>behind above along before between after</i></p> <p><b>Alliteration</b>  <i>e.g. wicked witch slimy slugs</i></p> <p><b>Similes using...like...</b>  <i>e.g. ... like sizzling sausages ...hot like a fire</i></p> <p><b>Two adjectives to describe the noun (expanded noun phrase)</b>  <i>e.g. The scary, old woman... Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b>  <i>e.g. Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b>  <i>e.g. lift the pot carefully on to the tray. The river quickly flooded the town.</i></p> <p><b>Generalisers for information</b>  <i>e.g. most dogs... some cats...</i></p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b>  <b>Demarcate sentences:</b>            Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener  <i>e.g. Fortunately,....Slowly,....</i></p> <p><b>Speech marks for direct speech</b>  <b>Implicitly understand how to change from indirect speech to direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> <i>e.g. don’t, can’t</i></p> <p><b>Apostrophes to mark singular possession</b>  <i>e.g. the cat’s name</i></p>	<p><b>Consolidate:</b>  <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/plural</b></p> <p>Adjective            Verb            Conjunction            Alliteration            Simile – ‘as’/‘like’</p> <p><b>Introduce:</b>  <b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas</b> for description</p> <p><b>Speech marks</b></p> <p><b>Suffix</b></p> <p><b>Verb/adverb/adjective/noun</b></p> <p><b>Statement</b>  <b>Question</b>  <b>Exclamation</b>  <b>Command</b> (imperative verbs)</p>

<p><b>Introduce:</b>  <b>Secure use of planning tools:</b> <i>Text map / washing line / 'Boxing -up' grid</i>  <b>Introduction:</b>  <i>Heading</i>  <i>Hook to engage reader</i>  <i>Factual statement / definition</i>  <i>Opening question</i></p> <p><b>Middle section(s):</b>  <i>Group related ideas / facts into sections</i>  <i>Sub headings to introduce sentences /sections</i>  <i>Use of lists – what is needed / lists of steps to be taken</i>  <i>Bullet points for facts</i>  <i>Diagrams</i></p> <p><b>Ending</b>  <i>Make final comment to reader</i>  <i>Extra tips!/Did you know? facts/True or False?</i></p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress  e.g. <i>she is drumming, he was shouting</i></p>	<p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i>  (subordination)</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>  e.g. <i>While the animals were munching breakfast, two visitors arrived.</i>  <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b>  Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i>  <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>		<p><b>Tense (past, present)</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p><b>Subordinating conjunctions</b></p>
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**Year 3**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> <i>Story map /story mountain / story grids / 'Boxing-up' grid</i></p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –<i>should include detailed description of setting or characters</i> <b>Build-up</b> –<i>build in some suspense towards the problem or dilemma</i> <b>Problem/Dilemma</b> –<i>include detail of actions / dialogue</i> <b>Resolution</b> - <i>should link with the problem</i> <b>Ending</b> – <i>clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</i></p> <p><b>Non-Fiction</b> <b>Introduce:</b> <b>Secure use of planning tools:</b></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b> <b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p><b>Embellish simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</i></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>) e.g. <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p><b>Prepositional phrases to place the action:</b> e.g. <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences using coordinating conjunctions:</b> <i>and/ or / but / so / for /nor / yet</i> (coordination)</p> <p><b>Develop complex sentences with range of subordinating conjunctions</b> <i>what/while/when/where/ because/ then/so that/ if/to/until</i></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b> <b>Prepositions</b> e.g. <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> e.g. <i>could, should, would</i></p> <p><b>Comparative and superlative adjectives</b> e.g. <i>small...smaller...smallest good...better...best</i></p> <p><b>Proper nouns</b> refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive – s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>.</p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes to mark singular and plural possession</b> e.g. <i>the girl's name, the boys' boots</i></p>	<p><b>Consolidate:</b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b> – statement, question, exclamation, command.</li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech marks</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3</b></li> <li>• Colon – instructions</li> </ul> <p><b>Singular/plural Suffix/Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective/Noun/Noun phrase/Adverb</b> Imperative verbs</p>

<p>e.g. <i>Text map, washing line, 'Boxing –up' grid, story grids</i></p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p><b>Develop ending</b> Personal response Extra information /reminders e.g. <i>information boxes/five facts/wow comment</i></p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what is said</i></p> <p><b>Use of present perfect instead of simple past</b> e.g. <i>he has left his hat behind</i> as opposed to <i>he left his hat behind</i></p>	<p><b>-‘ing’ clauses as starters</b> e.g. <i>sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in relative clause using who/whom/which/whose/ that</b> e.g. <i>the girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is brave.</i> <i>The Clifton Suspension Bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g. <i>the cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g. <i>Visit, swim, enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>dragons are found across the world.</i></p> <p><b>Dialogue – powerful speech verbs</b> e.g. <i>“Hello” she whispered.</i></p>			<p><b>Tense (past, present, future)</b> <b>Conjunction</b> <b>Preposition</b> <b>Determiner/generaliser</b> <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun <b>Coordinating conjunction</b> <b>Subordinating conjunction</b></p> <p>Alliteration Simile – ‘as’/‘like’ Synonyms</p> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>
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**Year 4**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Secure use of planning tools:</b>  <i>e.g. story map /story mountain /story grids/ 'Boxing-up' grids</i></p> <p><b>Plan opening using:</b>            Description /action</p> <p><b>Paragraphs:</b>            To organise each part of the story            To indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce to dilemma</p> <p><b>Developed 5 parts to story</b>  <b>Introduction</b>  <b>Build-up</b>  <b>Problem/Dilemma</b>  <b>Resolution</b>  <b>Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b>  <b>Secure use of planning tools:</b> <i>Text map/ washing line/ 'Boxing-up' grid</i></p>	<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b>  <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly  <i>e.g. It was midnight. It's great fun.</i></p> <p><b>Start with a simile</b>  <i>e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction and / or / but / so / for / nor / yet</p> <p><b>Develop complex sentences (subordination)</b> with a range of subordinating conjunctions</p> <p><b>-'ed' clauses as starters</b>  <i>e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p>	<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Prepositions</b>  <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b>  <i>could, should, would</i></p> <p><b>Comparative and superlative adjectives</b>  <i>e.g. small...smaller...smallest good...better...best</i></p> <p><b>Proper nouns</b> refers to a particular person or thing  <i>e.g. Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms  <i>e.g. we were instead of we was, or I did instead of I done.</i></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b>            Each new speaker on a new line            Comma between direct speech and reporting clause  <i>e.g. "It's late," gasped Cinderella!</i></p> <p><b>Apostrophes to mark singular and plural possession</b>  <i>e.g. the girl's name, the boys' boots</i></p>	<p><b>Consolidate: Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b> – statement, question, exclamation, command.</li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech marks</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3</b></li> <li>• Colon – instructions</li> </ul> <p><b>Singular/plural Suffix/prefix</b>  <b>Word family</b>  <b>Consonant/vowel</b></p> <p><b>Adjectives/noun/noun phrase/verb/adverb</b>            Imperative verbs</p>

<p><b>Paragraphs</b> to organise ideas around a theme  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of conjunctions  Use of bullet points and diagrams  <b>Introduction</b>  <b>Middle section(s)</b>  <b>Ending</b>  Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p><b>Expanded -'ing' clauses as starters</b>  e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i>  <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -'ing' clause</b>  e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b>  e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b>  e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue – verb + adverb</b>  e.g. <i>"hello," she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a sentence to avoid ambiguity and repetition</p>			<p><b>Tense (past, present, future)</b>  <b>Conjunction</b>  <b>Preposition</b>  <b>Determiner/generaliser</b>  <b>Clause</b>  <b>Subordinate clause</b>  Relative clause  Relative pronoun  <b>Coordinating conjunction</b>  <b>Subordinating conjunction</b></p> <p>Alliteration  Simile – 'as'/'like'  Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>
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**Year 5**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b>  <b>Secure independent use of planning tools</b>  <i>Story mountain /grids/flow diagrams</i></p> <p><b>Plan opening using:</b>            Description /action/dialogue</p> <p><b>Paragraphs:</b>            Vary connectives within paragraphs to build cohesion into a paragraph            Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5-part story structure</b>            Writing could start at any of the 5 points.            This may include flashbacks  <b>Introduction</b> –should include action / description - character or setting / dialogue  <b>Build-up</b> – develop suspense techniques  <b>Problem / Dilemma</b> –may be more than one problem to be resolved  <b>Resolution</b> –clear links with dilemma  <b>Ending</b> –character could reflect on events, any changes or lessons, look</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b>  <b>Relative clauses beginning with</b>  <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses with full range of conjunctions</b></p> <p><b>Expanded –ed clauses as starters</b>  <i>e.g. Encouraged by the bright weather, Jane set out for a long walk.</i>  <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of starters using adverbial phrases</b>  <i>e.g. beyond the dark gloom of the cave, Zach saw the wizard move.</i>  <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b>  <i>e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b>  <i>e.g. someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)</p> <p><b>Verb prefixes</b>  <i>(e.g. dis–, de–, mis–, over– and re–)</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/word</b></li> <li>• <b>Sentence:</b> statement, question, exclamation, command</li> <li>• <b>Full stops/capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech marks</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/possession</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis/ bracket/ dash</b></li> </ul> <p><b>Singular/plural</b>  <b>Suffix/prefix</b>  <b>Word family</b>  <b>Consonant/vowel</b></p>

<p>forward to the future ask a question</p> <p><b>Non-fiction</b> <b>Introduce:</b> <b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction/Middle/Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><b>Sentence reshaping techniques</b> <i>e.g. lengthening or shortening sentence for meaning and /or effect</i></p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> <i>e.g. The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) <i>e.g. "Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b>Adjective/ noun/ noun phrase/ verb/ adverb</b> <b>Imperative verbs</b> <b>Tense (past, present, future)</b> <b>Conjunction</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b></p> <p>Alliteration Simile – ‘as’/‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket-dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> <li>• <b>Tense – present, past and progressive</b></li> </ul>
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**Year 6**

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5-part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b></p> <p><b>Secure</b> planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balances coverage of a topic</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination) Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom. <b>Active:</b> The class heated the water. <b>Passive:</b> The water was heated.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i></p> <p>The difference between structures typical of informal speech and structures appropriate</p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i></p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/word</b></li> <li>• <b>Sentence:</b> statement, question, exclamation, command</li> <li>• <b>Full stops/capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech marks</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Indirect speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis/ bracket/ dash</b></li> </ul> <p><b>Singular/plural</b> <b>Suffix/prefix</b> <b>Word family</b> <b>Consonant/vowel</b></p> <p><b>Adjective/ noun/ noun phrase/ verb/ adverb</b> <b>Imperative verbs</b></p>

<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type to engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:  Semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b>  Layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text</p>	<p>for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p><b>Tense (past, present, future)</b>  <b>Modal verb</b>  <b>Conjunction</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive clause</b>  <b>Subordinate/ relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  Rhetorical question  <i>Present and past progressive</i>  <i>Present perfect; past perfect</i></p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – ‘as’/‘like’  Synonyms  Metaphor  Personification  Onomatopoeia</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym, antonym</b></li> <li>• <b>Colon/semi-colon</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Ellipses</b></li> <li>• <b>Subjunctive</b></li> </ul>
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## Spellings

### New Curriculum Spelling List for Years 1 and 2

After	Could	Hold	Only	Sugar
Again	Do	Hour	Our	Sure
Any	Door	House	Parents	The
Are	Even	Improve	Pass	There
Ask	Every	Is	Past	They
Bath	Everybody	Kind	Path	To
Be	Eye	Last	People	Today
Beautiful	Fast	Love	Plant	Told
Because	Father	Many	Poor	Was
Behind	Find	Me	Pretty	Water
Both	Floor	Mind	Prove	We
Break	Friend	Money	Pull	Were
Busy	Full	Most	Push	Where
By	Go	Move	Put	Who
Child	Gold	Mr	Said	Whole
Children	Grass	Mrs	Says	Wild
Christmas	Great	My	School	Would
Class	Half	No	She	You
Climb	Has	Of	Should	Your
Clothes	He	Old	So	
Cold	Here	Once	Some	
Come	His	One	Steak	

### Common Exception Words

Year 1			Year 2			
The	You	Where	Door	Gold	Plant	Clothes
A	Your	Love	Floor	Hold	Path	Busy
Do	They	Come	Poor	Told	Bath	People
To	Be	Some	Because	Every	Hour	Water
Today	He	One	Find	Great	Move	Again
Of	Me	Once	Kind	Break	Prove	Half
Said	She	Ask	Mind	Steak	Improve	Money
Says	We	Friend	Behind	Pretty	Sure	Mr
Are	No	School	Child	Beautiful	Sugar	Mrs
Were	Go	Put	Children	After	Eye	Parents

Was Is His Has I	So By My Here There	Push Pull Full House Our	Wild Climb Most Only Both Old Cold	Fast Last Past Father Class Grass Pass	Could Should Would Who Whole Any Many	Christmas Everybody Even
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### **New Curriculum Spellings List for Years 3 and 4**

Accident Accidentally Actual Actually Address Answer Appear Arrive Believe Bicycle Breath Breath Build Busy Business Calendar	Caught Centre Century Certain Circle Complete Consider Continue Decide Describe Different Difficult Disappear Early Earth Eight	Eighth Enough Exercise Experience Experiment Extreme Famous Favourite February Forward Forwards Fruit Grammar Group Guard Guide	Heard Heart Height History Imagine Increase Important Interest Island Knowledge Learn Length Library Material Medicine Mention	Minute Natural Naughty Notice Occasion Occasionally Often Opposite Ordinary Particular Peculiar Perhaps Popular Position Possess Possession	Possible Potatoes Pressure Probably Promise Purpose Quarter Questions Recent Regular Reign Remember Sentence Separate Special Straight	Strange Strength Suppose Surprise Therefore Though Although Thought Through Various Weight Woman Women
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### **New Curriculum Spelling Lists for Years 5 and 6**

Accommodate Accompany According Achieve Aggressive Amateur Ancient Apparent Appreciate Attached	Category Cemetery Committee Communicate Community Competition Conscience Conscious Controversy Convenience	Determined Develop Dictionary Disastrous Embarrass Environment Equipment Equipped Especially Exaggerate	Forty Frequently Government Guarantee Harass Hindrance Identity Immediate Immediately Individual	Marvelous Mischievous Muscle Necessary Neighbor Nuisance Occupy Occur Opportunity Parliament	Programme Pronunciation Queue Recognise Recommend Relevant Restaurant Rhyme Rhythm Sacrifice	Soldier Stomach Sufficient Suggest Symbol System Temperature thorough Twelfth Variety
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Available	Correspond	Excellent	Interfere	Persuade	Secretary	Vegetable
Average	Criticize	Existence	Interrupt	Physical	Shoulder	Vehicle
Awkward	Curiosity	Explanation	Language	Prejudice	Signature	Yacht
Bargain	Definite	Familiar	Leisure	Privilege	Sincere	
Bruise	Desperate	Foreign	Lightning	Profession	Sincerely	