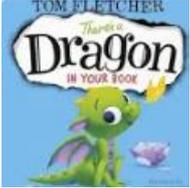
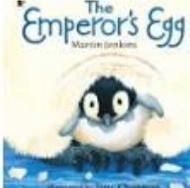
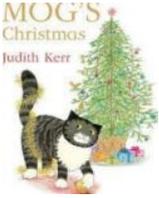
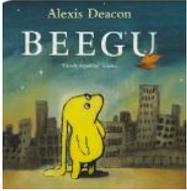


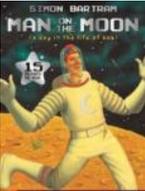
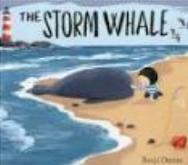
# Crockham Hill Writing Genre/ GPS Progression Map 2025-26

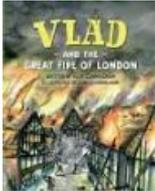
## Acorns Year 1/Reception

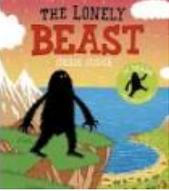
Term 1		
Text	Genres Studies New	GPS Objectives
Protected Characteristics (8 Days)  Song in the City by Daniel Bernstrom  	Sound poem	<u>Reception</u> Differentiate between letters and symbols Show some control in mark making with size and orientation Copy some letters from own name <b>Hold pencil or mark making tools with a tripod grip.</b>  <u>Year 1</u> <b>Separation</b> of words with spaces How words can <b>combine</b> to make sentences <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.
Little Red Riding Hood by Miles Kelley  	<u>Both</u> List writing  Year 1 Character description  <u>Year R</u> Talking about what goes in the basket	<u>Reception</u> Differentiate between letters and symbols Show some control in mark making with size and orientation Copy some letters from own name <b>Hold pencil or mark making tools with a tripod grip.</b>  <u>Year 1</u> <b>Separation</b> of words with spaces How words can <b>combine</b> to make sentences <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.
	<u>Year 1</u> Alternative version of the narrative	<u>Reception</u> Differentiate between letters and symbols Show some control in mark making with size and orientation Copy some letters from own name Produce meaningful print or symbols associated with on name or familiar words <b>Hold pencil or mark making tools with a tripod grip.</b>  <u>Year 1</u> Suffix <b>er and est</b> How words can <b>combine</b> to make sentences <b>Sequencing sentences</b> to form short narratives <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.
The Last Wolf by Mini Grey  	<u>Year 1</u> Write a list Speech bubbles	
	<u>Year 1</u> To write a character description Wanted Poster  <u>Reception</u> Drawing Club Codes	<u>Reception</u> Identify initial sounds of describing words, often those associated with their own names. Use a sound mat to support writing of sounds. Differentiate between letters and symbols Show some control in mark making with size and orientation Copy some letters from own name <b>Hold pencil or mark making tools with a tripod grip.</b>  <u>Year 1</u> Suffix <b>er and est</b> How words can <b>combine</b> to make sentences <b>Sequencing sentences</b> to form short narratives <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.
There's a Dragon in my Book by Tom Fletcher	<u>Year 1</u> Instructions  <u>Reception</u>	<u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far

	<p>Drawing Club Codes</p>	<p>Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Sequencing</b> steps Bossy verbs at the beginning of an instruction. Join words and clauses using <b>'and'</b></p>
<p><b>Term 2</b></p>		
<p>Walter Tull – Whole School Text</p>	<p>Year 1 Fact file/ biography</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p>
<p>The Emperor's Egg by Martin Jenkins</p> 	<p><u>Year 1</u> Write the life cycle of a penguin</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p>
	<p><u>Year 1</u> To create a fact file about a penguin</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p>
<p>The Pirates Next Door by Jonnie Duddle</p> 	<p><u>Year 1</u> Diary Entry</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Sequencing</b> sentences to form short <b>recounts</b> <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>

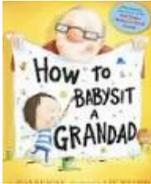
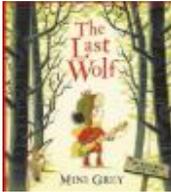
<p>Mog's Christmas</p> 	<p><u>Year 1</u> Diary Writing</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> Identify initial sounds of describing words, often those associated with their own names. Use a sound mat to support writing of sounds. Differentiate between letters and symbols To use correct letter formation which are consistent in size. Show some control in mark making with size and orientation Use captions using taught sounds. Can write VC and some CVC words and labels with some support.</p> <p><b>Hold pencil or mark making tools with a tripod grip.</b></p> <p><u>Year 1</u> <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Sequencing</b> sentences to form short <b>recounts</b> <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
<p>The Jolly Christmas Postman by Allan and Janet Ahlberg</p> 	<p><u>Year 1</u> Letter Writing</p> <p><u>Reception</u> Drawing Club Codes</p>	<p><u>Reception</u> Identify initial sounds of describing words, often those associated with their own names. Use a sound mat to support writing of sounds. Differentiate between letters and symbols To use correct letter formation which are consistent in size. Show some control in mark making with size and orientation Use captions using taught sounds. Can write VC and some CVC words and labels with some support.</p> <p><b>Hold pencil or mark making tools with a tripod grip.</b></p> <p><u>Year 1</u> <b>Capital letters</b> for proper nouns Use of the <b>personal pronoun 'I'</b>. Future tense Present tense</p>
<p><b>Term 3</b></p>		
<p>Beegu by Alexis Deacon</p> 	<p><u>Year 1</u> Narrative</p> <p><u>Reception</u> Drawing Club Codes</p> <p>To write CVC words</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> Written in the <b>third</b> person Written in the <b>past</b> tense <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
	<p><u>Year 1</u> Letter writing</p> <p><u>Reception</u> Drawing Club Codes</p> <p>To write CVC words</p>	<p><u>Reception</u> Identify initial sounds of describing words, often those associated with their own names. Use a sound mat to support writing of sounds. Differentiate between letters and symbols To use correct letter formation which are consistent in size. Show some control in mark making with size and orientation Use captions using taught sounds. Can write VC and some CVC words and labels with some support.</p> <p><b>Hold pencil or mark making tools with a tripod grip.</b></p> <p><u>Year 1</u> <b>Capital letters</b> for proper nouns Use of the <b>personal pronoun 'I'</b>. Future tense Present tense</p>

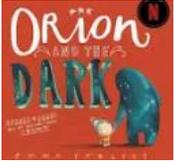
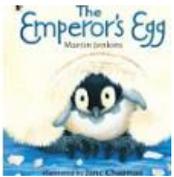
<p>Bob Man on the Moon by Simon Bartrum</p> 	<p><u>Year 1</u> Newspaper Report</p> <p><u>Reception</u> Drawing Club Codes</p> <p>To write CVC words</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Question marks are used to denote questions <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p>
	<p><u>Year 1</u> Persuasive Poster</p> <p><u>Reception</u> Drawing Club Codes</p> <p>To write CVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Question marks are used to denote questions <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p>
<p><b>Term 4</b></p>		
<p>The Storm Whale by Benji Davis</p> 	<p><u>Year 1</u> Narrative</p> <p><u>Year R</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> Written in the <b>third</b> person Written in the <b>past</b> tense <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
<p>Commotion in the Ocean Giles Andreae</p> 	<p><u>Year 1</u> Poetry</p> <p><u>Reception</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Appropriate words beginning with the same letter. <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
<p>Toby and the Great Fire of</p>	<p><u>Year 1</u> Recount</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds</p>

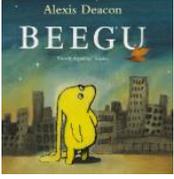
<p>London by Margaret Nash</p> 	<p><u>Reception</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p>To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Question marks are used to denote questions <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p>
	<p><u>Year 1</u> Information Text</p> <p><u>Reception</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p>
<p>Vlad and the Great Fire of London by Kate Cunningham</p> 	<p><u>Year 1</u> Performance Poetry</p> <p><u>Reception</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Appropriate words beginning with the same letter. <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
	<p><u>Year 1</u> Diary Writing</p> <p><u>Reception</u> To write CCVC words</p> <p>Write simple words and phrases</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Sequencing</b> sentences to form short <b>recounts</b> <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
<p><b>Term 6</b></p>		
<p>One Night far from Here – Julia Waulters</p> 	<p><u>Year 1</u> Information texts</p> <p><u>Reception</u> Write simple words and phrases</p> <p>To write sentences</p>	<p><u>Reception</u> Produce letter strings of 4+ letters and initial sounds. Introduce finger spaces in simple sentences or phrases Use tricky words taught so far Orally segment and write VC and CVC words independently. - Begin to use some phase 3 digraphs in their writing.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>

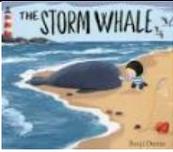
	<p>which can be read by an adult.</p> <p><u>Year 1</u> Setting Description</p> <p><u>Reception</u> Write simple words and phrases</p> <p>To write sentences which can be read by an adult.</p>	<p><b>Questions</b> demarcated with <b>question marks</b></p> <p><b>Regular plural noun suffixes</b> –s or –es</p> <p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> <b>Separation</b> of words with spaces How words can <b>combine</b> to make sentences <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
<p>The Lonely Beast by Chris Judge</p> 	<p><u>Year 1</u> To write in role First person narrative</p> <p><u>Reception</u> Write simple words and phrases</p> <p>To write sentences which can be read by an adult.</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Year 1</u> Written in the <b>third</b> person Written in the <b>past</b> tense <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p>
	<p><u>Year 1</u> Newspaper report</p> <p><u>Reception</u> Write simple words and phrases</p> <p>To write sentences which can be read by an adult.</p>	<p><u>Reception</u> <b>Can use phonics knowledge to write words in ways which match spoken sound.</b> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly Orally segment and write VC and CVC words independently. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs</p> <p><u>Year 1</u> Question marks are used to denote questions <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p>

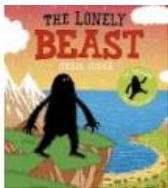
## Bluebells Year 1 and 2

Term 1		
Text	Genres Studied	GPS Objectives
<p>Protected Characteristics (8 Days)</p> <p>How to Babysit Grandad by Jean Reagan</p> 	<p>Instructions</p>	<p><u>Year 1</u>  <b>Sequencing</b> steps            Bossy verbs at the beginning of an instruction.            Join words and clauses using <b>'and'</b></p> <p><u>Year 2</u>            Use of <b>command</b> sentences  <b>Commas in lists</b>            Use of the <b>present tense</b>            Use of appropriate <b>verbs</b></p>
<p>The Last Wolf by Mini Grey</p> 	<p>Narrative – fairy tales</p>	<p><u>Year 1</u>            Suffix <b>er and est</b>            How words can <b>combine</b> to make sentences  <b>Sequencing sentences</b> to form short narratives  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u>            Personal retellings often use the <b>first person</b> and <b>past tense</b>, e.g. I had tea at my Granny's house on Saturday; <b>Simple past tense</b>  <b>Verbs</b> should be chosen for effect e.g. walked instead of went,            The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p>
	<p>Poetry</p>	<p><u>Year 1</u>            Appropriate words beginning with the same letter.  <b>Separation</b> of words with spaces  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u>            Written in <b>present tense</b>  <b>Rhetorical</b> questions            Effective use of <b>noun phrases</b></p>
	<p>Letter writing</p>	<p><u>Year 1</u>  <b>Capital letters</b> for proper nouns            Use of the <b>personal pronoun</b> 'I'.            Future tense            Present tense</p> <p><u>Year 2</u>            Use <b>past</b> and <b>present tense</b> throughout writing            Use <b>progressive</b> forms of verbs            Use <b>conjunctions</b> for <b>coordination</b> (using or, and, but) and <b>subordination</b> (using when, if, that, because)            Use of <b>noun phrases</b></p>
Term 2		
<p>Walter Tull</p> 	<p>Fact file</p>	<p><u>Year 1</u>  <b>Separation</b> of words with spaces  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.  <b>Questions</b> demarcated with <b>question marks</b>  <b>Regular plural noun suffixes</b> –s or –es</p> <p><u>Year 2</u>            Use <b>present</b> and <b>past tense</b> throughout writing  <b>Questions</b> can be used to form titles            Use <b>conjunctions</b> e.g. because to aid explanation            Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p>

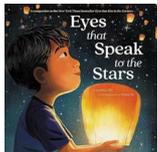
Bonfire Night	Poetry	<p><u>Year 1</u> Appropriate words beginning with the same letter. <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> Written in <b>present</b> tense <b>Rhetorical</b> questions Effective use of <b>noun phrases</b></p>
Orion and the Dark by Emma Yarlett 	Letter writing	<p><u>Year 1</u> <b>Capital letters</b> for proper nouns Use of the <b>personal pronoun</b> 'I'. Future tense Present tense</p> <p><u>Year 2</u> Use <b>past</b> and <b>present tense</b> throughout writing Use <b>progressive</b> forms of verbs Use <b>conjunctions</b> for <b>coordination</b> (using or, and, but) and <b>subordination</b> (using when, if, that, because) Use of <b>noun phrases</b></p>
	Diary	<p><u>Year 1</u> <b>Separation of words</b> with spaces How words can <b>combine</b> to make <b>sentences</b> <b>Sequencing</b> sentences to form short <b>recounts</b> <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> Use <b>past</b> and <b>present tense</b> throughout writing Use <b>progressive forms</b> of verbs Use <b>conjunctions</b> for coordination and subordination Use of <b>noun phrases</b> <b>Adjectives</b></p>
	Narrative	<p><u>Year 1</u> Suffix <b>er</b> and <b>est</b> How words can <b>combine</b> to make sentences <b>Sequencing sentences</b> to form short narratives <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> Personal retellings often use the <b>first person</b> and <b>past tense</b>, e.g. I had tea at my Granny's house on Saturday; <b>Simple past</b> tense <b>Verbs</b> should be chosen for effect e.g. walked instead of went, The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p>
The Emperor's Egg by Martin Jenkins 	Write the life cycle of a penguin	<p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p> <p><u>Year 2</u> Use <b>present</b> and <b>past tense</b> throughout writing <b>Questions</b> can be used to form titles Use <b>conjunctions</b> e.g. because to aid explanation Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p>
Term 3		
	Recount	<p><u>Year 1</u> Question marks are used to denote questions <b>Separation of words</b> with spaces</p>

<p>Beegu by Alexis Deacon</p> 		<p>How words can <b>combine</b> to make <b>sentences</b>  <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p> <p><u>Year 2</u>  Use <b>past and present tense</b> throughout writing  Use <b>progressive forms</b> of verbs  Use <b>conjunctions</b> for <b>coordination and subordination</b>  Use of <b>noun phrases</b>  Use of <b>adjectives</b></p>
	<p>Letter writing</p>	<p><u>Year 1</u>  <b>Capital letters</b> for proper nouns  Use of the <b>personal pronoun 'I'</b>.  Future tense  Present tense</p> <p><u>Year 2</u>  Use <b>past and present tense</b> throughout writing  Use <b>progressive</b> forms of verbs  Use <b>conjunctions</b> for <b>coordination</b> (using or, and, but) and <b>subordination</b> (using when, if, that, because)  Use of <b>noun phrases</b></p>
	<p>Character description</p>	<p><u>Year 1</u>  <b>Separation</b> of words with spaces  How words can <b>combine</b> to make sentences  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u>  <b>Third person</b>  <b>Past tense</b>  <b>Apostrophes</b> for possession  <b>Comparative adjectives</b> e.g. bigger, biggest  <b>Noun phrases</b>  <b>Verbs</b> chosen for effect</p>
<p>Bob Man on the Moon by Simon Bartrum</p> 	<p>Moon fact file</p>	<p><u>Year 1</u>  <b>Separation</b> of words with spaces  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.  <b>Questions</b> demarcated with <b>question marks</b>  <b>Regular plural noun suffixes</b> –s or –es</p> <p><u>Year 2</u>  Use <b>present and past tense</b> throughout writing  <b>Questions</b> can be used to form titles  Use <b>conjunctions</b> e.g. because to aid explanation  Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p>
	<p>Newspaper/ interview</p>	<p><u>Year 1</u>  Question marks are used to denote questions  <b>Separation of words</b> with spaces  How words can <b>combine</b> to make <b>sentences</b>  <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p> <p><u>Year 2</u></p>
<p><b>Term 4</b></p>		
<p>The Storm Whale by Benji Davis</p>	<p>Non-chronological Report</p>	<p><u>Year 1</u>  <b>Separation</b> of words with spaces  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.  <b>Questions</b> demarcated with <b>question marks</b>  <b>Regular plural noun suffixes</b> –s or –es</p>

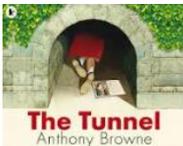
		<p><u>Year 2</u> Use <b>present</b> and <b>past tense</b> throughout writing <b>Questions</b> can be used to form titles Use <b>conjunctions</b> e.g. because to aid explanation Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p>
	Poetry	<p><u>Year 1</u> Appropriate words beginning with the same letter. <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> Written in <b>present</b> tense <b>Rhetorical</b> questions Effective use of <b>noun phrases</b></p>
	Instructions	<p><u>Year 1</u> <b>Sequencing</b> steps Bossy verbs at the beginning of an instruction. Join words and clauses using <b>'and'</b></p> <p><u>Year 2</u> Use of <b>command</b> sentences <b>Commas in lists</b> Use of the <b>present tense</b> Use of appropriate <b>verbs</b></p>
<b>Term 5</b>		
<p>Toby and the Great Fire of London by Margaret Nash</p> 	Poetry	<p><u>Year 1</u> Appropriate words beginning with the same letter. <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> Written in <b>present</b> tense <b>Rhetorical</b> questions Effective use of <b>noun phrases</b></p>
	Fact File	<p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p> <p><u>Year 2</u> Use <b>present</b> and <b>past tense</b> throughout writing <b>Questions</b> can be used to form titles Use <b>conjunctions</b> e.g. because to aid explanation Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p>
<b>Term 6</b>		
<p>One Night far from Here – Julia Waulters</p> 	Information texts	<p><u>Year 1</u> <b>Separation</b> of words with spaces <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence. <b>Questions</b> demarcated with <b>question marks</b> <b>Regular plural noun suffixes</b> –s or –es</p>
	Setting Description	<p><u>Year 1</u> <b>Separation</b> of words with spaces How words can <b>combine</b> to make sentences <b>Capital letters</b> at the beginning of a sentence. <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u> <b>Third person</b></p>

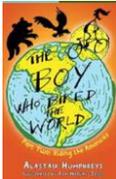
		<p><b>Past tense</b>  <b>Apostrophes</b> for possession  <b>Comparative adjectives</b> e.g. bigger, biggest  <b>Noun phrases</b>  <b>Verbs</b> chosen for effect</p>
<p>The Lonely Beast by Chris Judge</p> 	<p>To write in role  First person narrative</p>	<p><u>Year 1</u>  Suffix <b>er</b> and <b>est</b>  How words can <b>combine</b> to make sentences  <b>Sequencing sentences</b> to form short narratives  <b>Capital letters</b> at the beginning of a sentence.  <b>Full stop</b> at the end of a sentence.</p> <p><u>Year 2</u>  Personal retellings often use the <b>first person</b> and <b>past tense</b>, e.g. I had tea at my Granny's house on Saturday; <b>Simple past tense</b>  <b>Verbs</b> should be chosen for effect e.g. walked instead of went,  The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p>
	<p>Newspaper report</p>	<p><u>Year 1</u>  Question marks are used to denote questions  <b>Separation of words</b> with spaces  How words can <b>combine</b> to make <b>sentences</b>  <b>Joining words</b> and <b>joining clauses</b> using <b>and</b></p> <p><b>Revise from Year 2</b>  Use <b>past and present</b> tense throughout writing  Use <b>progressive</b> forms of verbs  Use <b>conjunctions</b> for <b>coordination</b> and <b>subordination</b>  Use of <b>noun phrases</b></p>

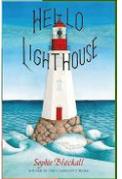
#### Year Conkers – Year 3/4

Term 1		
Text	Genres Studied	GPS Objectives
<p>Protected Characteristics (8 Days)</p> <p><b>Eyes that speak to the stars</b> by Joanna Ho (Race)</p> 	<p>Letter writing</p>	<p><u>Revise from Year 2</u>  Use <b>past</b> and <b>present tense</b> throughout writing  Use <b>progressive</b> forms of verbs .  Use <b>conjunctions</b> for <b>coordination</b> (using or, and, but) and <b>subordination</b> (using when, if, that, because)  Use of <b>noun phrases</b></p> <p><u>Year 3</u>  Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b>  Use <b>present perfect</b> form of verbs</p> <p><u>Year 4</u>  Create cohesion through the use of <b>nouns</b> and <b>pronouns</b>  Use <b>adverbials</b> e.g. therefore, however...  Use <b>paragraphs</b> to organise ideas  Effective use of <b>expanded noun phrases</b></p>
	<p>Setting description</p>	<p><u>Revise from Year 2</u>  <b>Third person</b>  <b>Past tense</b>  <b>Apostrophes</b> for possession  <b>Comparative adjectives</b> e.g. bigger, biggest  <b>Noun phrases</b>  <b>Verbs</b> chosen for effect</p> <p><u>Year 3</u>  Handwriting practice  Spelling focus ; words that are often misspelt;</p>

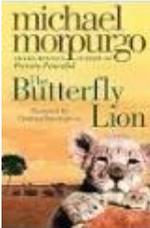
		<p><b>Verbs and adverbs</b> should be chosen for effect</p> <p><b>Paragraphs</b> are useful for organising</p> <p><b>Apostrophes</b> can be used for possession and omission are used more confidently.</p> <p><b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</p> <p><u>Year 4</u></p> <p>The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?).</p> <p><b>Fronted adverbials</b> can be used</p> <p><b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</p> <p><b>Paragraphs</b> are useful for organising the narrative into logical sections.</p> <p>Descriptions can be developed through the effective use of <b>expanded noun phrases</b></p>
<p><b>Marcy and the riddle of the Sphinx</b> by Joe Todd Stanton</p> 	<p>Narrative - prediction</p>	<p><u>Revise from Year 2</u></p> <p>Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p> <p>The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p> <p><b>Verbs</b> should be chosen for effect e.g. walked instead of went,</p> <p><b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</p> <p>Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p> <p><u>Year 3</u></p> <p><b>Noun phrases</b> and expanded noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Verbs and adverbs</b> should be chosen for effect</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation to be included in the narrative</p> <p><b>Apostrophes</b> can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u></p> <p>The <b>third person</b> and <b>past tense</b> are used.</p> <p>Past <b>progressive</b> (e.g. the Billy Goats Gruff were eating),</p> <p><b>Present perfect</b> (e.g. What have you done?).</p> <p><b>Fronted adverbials</b></p> <p><b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b></p> <p><b>Verbs and adverbs</b> should be chosen for effect</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because use of <b>expanded noun phrase</b></p> <p>The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
	<p>Setting description of Ancient Egypt</p>	<p><u>Revise from Year 2</u></p> <p>Use <b>adjectives</b> including <b>comparative adjectives</b> to create description</p> <p>The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p> <p><b>Verbs</b> should be chosen for effect e.g. walked instead of went,</p> <p><b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Commas</b> can be used to <b>separate lists of characters, ideas and adjectives in expanded noun phrases.</b></p> <p><u>Year 3</u></p> <p><b>Noun phrases</b> and expanded noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Verbs and adverbs</b> should be chosen for effect</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation to be included in the narrative</p> <p><b>Apostrophes</b> can be used for possession and omission are used more confidently.</p>
		<p><u>Revise from Year 2</u></p> <p>Use <b>past tense</b> throughout writing</p> <p>Use <b>progressive forms of verbs</b> e.g. I was running</p> <p>Use <b>conjunctions</b> for <b>coordination</b> and <b>subordination</b></p> <p>Use of <b>noun phrases</b></p> <p><u>Year 3</u></p> <p>Spelling focus on conjunctions; so, because, when, before, after, while <b>First person</b></p> <p><b>Paragraphs</b> are useful for organising the narrative into logical sections,</p>

		Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> <b>Verbs</b> and <b>adverbs</b> chosen for effect <b>Expanded noun phrases</b>
<b>Term 2</b>		
<b>Rumblestar</b> by Art Elphinstone 	Newspaper article about climate change	<u><b>Revise from Year 2</b></u> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases  <u><b>Year 3</b></u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech  <u><b>Year 4</b></u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
	Persuasive letter	<u><b>Revise from Year 2</b></u> <b>Third person</b> <b>Past tense</b> <b>Apostrophes</b> for possession <b>Comparative adjectives</b> e.g. bigger, biggest <b>Noun phrases</b> <b>Verbs</b> chosen for effect <u><b>Year 3</b></u> Handwriting practice Spelling focus ; words that are often misspelt; <b>Verbs and adverbs</b> should be chosen for effect <b>Paragraphs</b> are useful for organising <b>Apostrophes</b> can be used for possession and omission are used more confidently. <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods. <u><b>Year 4</b></u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?). <b>Fronted adverbials</b> can be used <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys... <b>Paragraphs</b> are useful for organising the narrative into logical sections. Descriptions can be developed through the effective use of <b>expanded noun phrases</b>
<b>Term 3</b>		
<b>The Tunnel</b> by Anthony Browne 	Debate / balanced argument	
	Diary entry	<u><b>Revise from Year 2</b></u> Use <b>past tense</b> throughout writing Use <b>progressive forms of verbs</b> e.g. I was running Use <b>conjunctions</b> for <b>coordination</b> and <b>subordination</b> Use of <b>noun phrases</b> <u><b>Year 3</b></u> <b>First person</b> Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> <b>Verbs</b> and <b>adverbs</b> chosen for effect <b>Expanded noun phrases</b> <u><b>Year 4</b></u> Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)
	Comic strip / narrative retelling	<u><b>Revise from Year 2</b></u> Use <b>past tense</b> throughout writing Use <b>progressive forms of verbs</b> e.g. I was running Use <b>conjunctions</b> for <b>coordination</b> and <b>subordination</b> Use of <b>noun phrases</b> <u><b>Year 3</b></u> Spelling focus on conjunctions; so, because, when, before, after, while <b>First person</b>

		<p><b>Paragraphs</b> are useful for organising the narrative into logical sections, Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></p> <p><b>Verbs</b> and <b>adverbs</b> chosen for effect</p> <p><b>Expanded noun phrases</b></p> <p><u>Year 4</u></p> <p>The <b>third person</b> and <b>past tense</b> are used.</p> <p>Past <b>progressive</b> (e.g. the Billy Goats Gruff were eating),</p> <p><b>Present perfect</b> (e.g. What have you done?).</p> <p><b>Fronted adverbials</b></p> <p><b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b></p> <p><b>Verbs and adverbs</b> should be chosen for effect</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because</p> <p>use of <b>expanded noun phrase</b></p> <p>The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
<b>Term 4</b>		
<p><b>The boy who biked the world</b> by Alastair Humphries</p> 	Adventure story	<p>Revise from Year 2</p> <p>Use <b>past tense</b> throughout writing</p> <p>Use <b>progressive forms of verbs</b> e.g. I was running</p> <p>Use <b>conjunctions</b> for <b>coordination</b> and <b>subordination</b></p> <p>Use of <b>noun phrases</b></p> <p><u>Year 3</u></p> <p>Spelling focus on conjunctions; so, because, when, before, after, while <b>First person</b></p> <p><b>Paragraphs</b> are useful for organising the narrative into logical sections, Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></p> <p><b>Verbs</b> and <b>adverbs</b> chosen for effect</p> <p><b>Expanded noun phrases</b></p> <p><u>Year 4</u></p> <p>The <b>third person</b> and <b>past tense</b> are used.</p> <p>Past <b>progressive</b> (e.g. the Billy Goats Gruff were eating),</p> <p><b>Present perfect</b> (e.g. What have you done?).</p> <p><b>Fronted adverbials</b></p> <p><b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b></p> <p><b>Verbs and adverbs</b> should be chosen for effect</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because</p> <p>use of <b>expanded noun phrase</b></p> <p>The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
	Instructional writing (How to pack a travel bag)	<p>Revise from Year 2</p> <p>Use of <b>command</b> sentences</p> <p><b>Commas in lists</b></p> <p>Use of the <b>present tense</b></p> <p>Use of appropriate <b>verbs</b></p> <p><u>Year 3</u></p> <p><b>Paragraphs</b> to organise information</p> <p><b>Adverbs</b> e.g. first, then, after that, finally...</p> <p>use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation</p> <p><b>Inverted commas</b> to punctuate speech</p> <p>Use of <b>subordination</b> within a sentence</p> <p><u>Year 4</u></p> <p><b>Imperative Verbs</b></p> <p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials</p>
<b>Term 5</b>		
<b>The Queen's Throne</b> by Pamela Oldfield	Non-chronological report	<p>Revise from Year 2</p> <p>Consistent use of <b>present tense</b></p> <p><b>Questions</b> can be used to form titles</p> <p><b>Question marks</b> are used to denote questions (Y1)</p> <p>Use <b>conjunctions</b> e.g. so...because</p> <p>Use adjectives including comparative adjectives to create description e.g. bigger, longer etc.</p> <p><u>Year 3</u></p>

		<p>Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b>  <b>Heading</b> and <b>subheadings</b> used to aid presentation</p> <p><u>Year 4</u>  Create cohesion through the use of <b>nouns and pronouns</b>  Use of paragraphs to organise ideas</p>
	Biography	<p><u>Revise from Year 2</u>  Use <b>past</b> and <b>present</b> tense throughout writing  Use <b>progressive</b> forms of verbs  Use <b>conjunctions for coordination and subordination</b>  Use of <b>noun phrases</b></p> <p><u>Revise from Year 3</u>  Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p><u>Year 4</u>  Use of paragraphs to organise ideas  Effective use of expanded noun phrases  Fronted adverbials (e.g. Later that day)</p>
<b>Term 6</b>		
<p><b>Hello Lighthouse</b> by Sophie Blackall</p> 	Poetry (rhyming and non-rhyming)	<p><u>Revise from Year 2</u>  Written in <b>present</b> tense  <b>Rhetorical</b> questions  Effective use of <b>noun phrases</b></p> <p><u>Year 3</u>  Handwriting practice  <u>Capital letters and full stops</u>  Spelling focus ; Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner, prefer, preferred.  Spelling focus 2 : Adding the suffix -ly to create an adverb e.g. sadly, completely, usually</p> <p><u>Year 4</u></p>
	Narrative (alternative ending)	<p><u>Revise from Year 2</u>  Use <b>past tense</b> throughout writing  Use <b>progressive forms of verbs</b> e.g. I was running  Use <b>conjunctions for coordination and subordination</b>  Use of <b>noun phrases</b></p> <p><u>Year 3</u>  Spelling focus on conjunctions; so, because, when, before, after, while <b>First person Paragraphs</b> are useful for organising the narrative into logical sections,  Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b>  <b>Verbs</b> and <b>adverbs</b> chosen for effect  <b>Expanded noun phrases</b></p> <p><u>Year 4</u>  The <b>third person</b> and <b>past tense</b> are used.  Past <b>progressive</b> (e.g. the Billy Goats Gruff were eating),  <b>Present perfect</b> (e.g. What have you done?).  <b>Fronted adverbials</b>  <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b>  <b>Verbs and adverbs</b> should be chosen for effect  The use of <b>conjunctions</b> e.g. when, before, after, while, so, because  use of <b>expanded noun phrase</b>  The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>

**Dandelions – Year 4/5**

Term 1		
Text	Genres Studied	GPS Objectives
<p>Protected Characteristics (8 Days)</p>	<p>Poetry</p>	<p><u>Revise from Year 3</u>  <b>Paragraphs</b> to organise information  <b>Adverbs</b> e.g. first, then, after that, finally...            use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation  <b>Inverted commas</b> to punctuate speech            Use of <b>subordination</b> within a sentence</p> <p><u>Year 4</u>  <b>Imperative Verbs</b>            Create cohesion through the use of nouns and pronouns            Use fronted adverbials</p> <p><u>Year 5</u>  <b>Parenthesis</b> can be used to add additional advice  <b>Relative clauses</b> can be used to add further information  <b>Modals</b> can be used to suggest degrees of possibility            Use layout devices to provide additional information and guide the reader</p>
<p>The Butterfly Lion</p> 	<p>Narrative (adventure)</p>	<p><u>Revise from Year 3</u>            Paragraphs to organise information  <b>Adverbs</b> e.g. first, then, after that, finally...            use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation            Inverted commas to punctuate speech            Using <b>prepositions</b> e.g. before, after, during, after, before, in, because of...            Apostrophes can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u>            The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?).  <b>Fronted adverbials</b>            The use of <b>adverbials</b> e.g. therefore, however creates cohesion within and across paragraphs.  <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b>  <b>Verbs and adverbs</b> should be chosen for effect            The use of <b>conjunctions</b> e.g. when, before, after, while, so, because            use of <b>expanded noun phrase</b>            The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p><u>Year 5</u>            The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),  <b>Present perfect tense</b>            Past perfect tense (had been ...)  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p>
	<p>Newspaper</p>	<p><u>Year 3</u>            Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b>  <b>Inverted commas</b> can be used to punctuate direct speech</p> <p><u>Year 4</u>            Use of <b>paragraphs</b> to organise ideas            Effective use of <b>expanded noun phrases</b>  <b>Fronted adverbials</b> (e.g. Later that day)</p> <p><u>Year 5</u>            Use of the <b>past perfect</b>  <b>Modals</b> can be used to indicate degrees of possibility            Create cohesion within <b>paragraphs</b> using <b>adverbials</b></p>

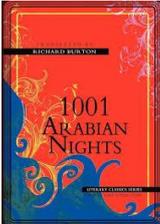
	Letter	<p>Revise from <u>Year 3</u> Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> Use <b>present perfect</b> form of verbs</p> <p><u>Year 4</u> Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)</p> <p><u>Year 5</u> Use of the <b>past perfect</b> <b>Modals</b> can be used to indicate degrees of possibility Create cohesion within paragraphs using <b>adverbials</b></p>
<b>Term 2</b>		
Cosmic	Letter	<p>Revise from <u>Year 3</u> Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> Use <b>present perfect</b> form of verbs</p> <p><u>Year 4</u> Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)</p> <p><u>Year 5</u> Use of the <b>past perfect</b> <b>Modals</b> can be used to indicate degrees of possibility Create cohesion within paragraphs using <b>adverbials</b></p>
	Non-chronological report	<p>Revise from <u>Year 3</u> Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> <b>Heading</b> and <b>subheadings</b> used to aid presentation</p> <p><u>Year 4</u> Create cohesion through the use of <b>nouns and pronouns</b> Use of <b>paragraphs</b> to organise ideas</p> <p><u>Year 5</u> Create cohesion within paragraphs using <b>adverbials</b> <b>Parenthesis</b> can be used to add additional information Use layout devices to provide additional information and guide the reader</p>
	Narrative	<p>Revise from <u>Year 3</u> Paragraphs to organise information <b>Adverbs</b> e.g. first, then, after that, finally... use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using <b>prepositions</b> e.g. before, after, during, after, before, in, because of... Apostrophes can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?). <b>Fronted adverbials</b> The use of <b>adverbials</b> e.g. therefore, however creates cohesion within and across paragraphs. <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> <b>Verbs and adverbs</b> should be chosen for effect The use of <b>conjunctions</b> e.g. when, before, after, while, so, because use of <b>expanded noun phrase</b> The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p><u>Year 5</u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),</p>

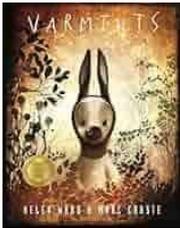


		<p><b>Present perfect tense</b> Past perfect tense (had been ...) <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p>
<b>Term 3</b>		
<p>Beowulf</p> 	Chronological report	<p><u>Revise from Year 3</u> Express <b>time, place and cause</b> using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> <b>Heading</b> and <b>subheadings</b> used to aid presentation</p> <p><u>Year 4</u> Create cohesion through the use of <b>nouns and pronouns</b> Use of <b>paragraphs</b> to organise ideas</p> <p><u>Year 5</u> Create cohesion within paragraphs using <b>adverbials</b> <b>Parenthesis</b> can be used to add additional information Use layout devices to provide additional information and guide the reader</p>
	Instructions	<p><u>Year 3</u> <b>Paragraphs</b> to organise information <b>Adverbs</b> e.g. first, then, after that, finally... use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation <b>Inverted commas</b> to punctuate speech Use of <b>subordination</b> within a sentence</p> <p><u>Year 4</u> <b>Imperative Verbs</b> Create cohesion through the use of nouns and pronouns Use fronted adverbials</p> <p><u>Year 5</u> <b>Parenthesis</b> can be used to add additional advice <b>Relative clauses</b> can be used to add further information <b>Modals</b> can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader</p>
<b>Term 4</b>		
	Persuasive writing	<p><u>Revise from Year 3</u> Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> Use present perfect form of verbs</p> <p><u>Year 4</u> Create cohesion through the use of <b>nouns and pronouns</b> Use <b>adverbials</b> e.g. therefore, however... Use <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b></p> <p><u>Year 5</u> <b>Modals</b> can be used to suggest degrees of possibility Create cohesion within paragraphs using <b>adverbials</b></p>
	Instructions	<p><u>Year 3</u> <b>Paragraphs</b> to organise information <b>Adverbs</b> e.g. first, then, after that, finally... use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation <b>Inverted commas</b> to punctuate speech Use of <b>subordination</b> within a sentence</p> <p><u>Year 4</u> <b>Imperative Verbs</b> Create cohesion through the use of nouns and pronouns Use fronted adverbials</p> <p><u>Year 5</u> <b>Parenthesis</b> can be used to add additional advice <b>Relative clauses</b> can be used to add further information <b>Modals</b> can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader</p>

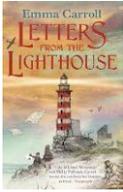
Term 5		
	Letter writing	<p><u>Revise from Year 3</u> Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> Use <b>present perfect</b> form of verbs</p> <p><u>Year 4</u> Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)</p> <p><u>Year 5</u> Use of the <b>past perfect</b> <b>Modals</b> can be used to indicate degrees of possibility Create cohesion within paragraphs using <b>adverbials</b> Use of <b>formal and informal language</b> according to the purpose of the letter</p>
	Biography	<p><u>Revise from Year 3</u> Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b> Inverted commas can be used to punctuate direct speech</p> <p><u>Revise from Year 4</u> Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)</p> <p><u>Year 5</u> Use of the <b>past perfect tense</b> <b>Modals</b> can be used to indicate degrees of possibility Create cohesion within paragraphs using <b>adverbials</b></p>
Term 6		
	Narrative	<p><u>Revise from Year 3</u> Paragraphs to organise information <b>Adverbs</b> e.g. first, then, after that, finally... use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using <b>prepositions</b> e.g. before, after, during, after, before, in, because of... Apostrophes can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?). <b>Fronted adverbials</b> The use of <b>adverbials</b> e.g. therefore, however creates cohesion within and across paragraphs. <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> <b>Verbs and adverbs</b> should be chosen for effect The use of <b>conjunctions</b> e.g. when, before, after, while, so, because use of <b>expanded noun phrase</b> The full range of <b>speech punctuation</b> can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p><u>Year 5</u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect tense</b> Past perfect tense (had been ...) <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p>

**Year 6**

Term 1		
Text	Genres Studied	GPS Objectives
Protected Characteristics (8 Days)	Poetry	<p>Revise from Year 5 Fronted adverbials Expanded noun phrases Verbs and adverbs chosen for effect</p> <p>Year 6 Passive voice choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b></p>
<p>1001 Arabian Nights</p> 	<p>Character description</p> <p>Narrative</p> <p>Newspaper report – fall of Baghdad</p> <p>Persuasive writing</p>	<p>Revise from Year 5</p> <p><b>Relative clauses</b> can be used to add further information, e.g. the witch, who was ugly and green, The treasure, which had been buried in a chest... this should include the use of commas when required.</p> <p><b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p><b>Modals</b> can be used to suggest degrees of possibility</p> <p>Year 6 Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b></p> <p>The <b>passive voice</b></p> <p><b>Past perfect progressive forms</b> Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.</p> <p><b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.</p> <p>Use of <b>synonyms</b> to give cohesion</p> <p><b>Adventurous</b> and <b>emotive</b> vocabulary</p> <p>Year 5 The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),</p> <p><b>Present perfect tense</b> Past perfect tense (had been ...)</p> <p><b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p>Year 6 Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b></p> <p>The <b>passive voice</b></p> <p><b>Past perfect progressive forms</b> Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.</p> <p><b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.</p> <p>Use <b>'show not tell'</b> to infer details about a character</p> <p>Use dialogue to <b>convey character</b> and <b>advance action</b></p> <p>Revise from Year 5 Use of the <b>past perfect</b></p> <p><b>Modals</b> can be used to indicate degrees of possibility</p> <p>Create <b>cohesion</b> within paragraphs using <b>adverbials</b></p> <p>Year 6 Use of the <b>past perfect progressive</b> form of verbs Use of <b>passive voice</b> Use of <b>direct and reported speech</b> Adapt <b>degrees of formality and informality</b> to suit the form of the text Create cohesion across paragraphs using a wider range of <b>cohesive</b> devices which can include <b>adverbials, conjunctions, pronouns</b></p> <p>Revise from Year 5 <b>Modals</b> can be used to suggest degrees of possibility Create <b>cohesion within paragraphs using adverbials</b></p>

		<p><u>Year 6</u>          Make <b>formal</b> and <b>informal</b> vocabulary choices          Adapt degrees of <b>formality</b> and <b>informality</b> to suit the form of the text          The <b>passive voice</b> can be used in some formal persuasive texts          Create cohesion across paragraphs using a wider range of cohesive devices which can include <b>adverbials and subordinating conjunctions</b>.          Use conditional forms such as the <b>subjunctive</b> form to hypothesise</p>
<b>Term 2</b>		
<p>The Piano – short film</p> 	<p>Stories with flashbacks</p>	<p><u>Revise from Year 5</u>          The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),  <b>Present perfect tense</b>          Past perfect tense (had been ...)  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas          Relative clauses</p> <p><u>Year 6</u>          Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>          The <b>passive voice</b>  <b>Past perfect progressive forms</b>          Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.  <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas          Use of the <b>past perfect</b> and <b>past perfect progressive</b> tenses and movement between these cohesively</p>
<p>Varmints</p> 	<p>Setting Description</p>	<p><u>Revise from Year 5</u>  <b>Relative clauses</b> can be used to add further information, e.g. the witch, who was ugly and green, the treasure, which had been buried in a chest... this should include the use of commas when required.  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas  <b>Modals</b> can be used to suggest degrees of possibility</p> <p><u>Year 6</u>          Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>          The <b>passive voice</b>  <b>Past perfect progressive forms</b>          Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.  <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.          Use of <b>synonyms</b> to give cohesion  <b>Adventurous</b> and <b>emotive</b> vocabulary</p>
	<p>Monologue</p>	<p><u>Revise from Year 5</u>          The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),  <b>Present perfect tense</b>          Past perfect tense (had been ...)  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p><u>Year 6</u>          Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>          The <b>passive voice</b>  <b>Past perfect progressive forms</b>          Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.  <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.          Use 'show not tell' to infer details about a character</p>
	<p>Narrative</p>	<p><u>Revise from Year 5</u>          The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),</p>

		<p><b>Present perfect tense</b> Past perfect tense (had been ...) <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p><u>Year 6</u> Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> The <b>passive voice</b> <b>Past perfect progressive forms</b> Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>. <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas. Use <b>'show not tell'</b> to infer details about a character Use dialogue to <b>convey character</b> and <b>advance action</b></p>
<b>Term 3</b>		
<p>The Explorer – Katherine Rundell</p> 	Non-chronological report	<p><u>Revise from Year 5</u> Create <b>cohesion</b> within paragraphs using <b>adverbials</b> <b>Parenthesis</b> can be used to add additional information Use <b>layout devices</b> to provide additional information and guide the reader</p> <p><u>Year 6</u> Use technical vocabulary typical of formal speech The <b>passive voice</b> Create <b>cohesion</b> across paragraphs using a wider range of cohesive devices such as <b>organisational features, headings and questions</b></p>
	Setting description	<p><u>Revise from Year 5</u> <b>Relative clauses</b> can be used to add further information, e.g. the witch, who was ugly and green, The treasure, which had been buried in a chest... this should include the use of commas when required. <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas <b>Modals</b> can be used to suggest degrees of possibility</p> <p><u>Year 6</u> Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> The <b>passive voice</b> <b>Past perfect progressive forms</b> Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>. <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas. Use of <b>synonyms</b> to give cohesion <b>Adventurous and emotive</b> vocabulary</p>
	Narrative in an alternative setting	<p><u>Revise from Year 5</u> The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect tense</b> Past perfect tense (had been ...) <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p><u>Year 6</u> Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> The <b>passive voice</b> <b>Past perfect progressive forms</b> Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>. <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas. Use <b>'show not tell'</b> to infer details about a character Use dialogue to <b>convey character</b> and <b>advance action</b></p>
	Diary writing	<p><u>Revise from Year 5</u> <b>Modals</b> can be used to suggest degrees of possibility Create <b>cohesion within paragraphs using adverbials</b></p>

		<p><u>Year 6</u>          Make <b>formal</b> and <b>informal</b> vocabulary choices          Adapt degrees of <b>formality</b> and <b>informality</b> to suit the form of the text          The <b>passive voice</b> can be used in some formal persuasive texts          Create cohesion across paragraphs using a wider range of cohesive devices which can include <b>adverbials and subordinating conjunctions</b>.          Use conditional forms such as the <b>subjunctive</b> form to hypothesise</p>
<b>Term 4</b>		
<p>Letters from the Lighthouse – Emma Carroll</p> 	<p>Narrative including setting description.</p>	<p><u>Revise from Year 5</u>  <b>Relative clauses</b> can be used to add further information, e.g. the witch, who was ugly and green, The treasure, which had been buried in a chest... this should include the use of commas when required.  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas  <b>Modals</b> can be used to suggest degrees of possibility</p> <p><u>Year 6</u>          Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>          The <b>passive voice</b>  <b>Past perfect progressive forms</b>          Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.  <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.          Use of <b>synonyms</b> to give cohesion  <b>Adventurous</b> and <b>emotive</b> vocabulary</p>
	Diary writing	<p><u>Revise from Year 5</u>          Use of the <b>past perfect</b>  <b>Modals</b> can be used to indicate degrees of possibility          Create <b>cohesion</b> within paragraphs using <b>adverbials</b></p> <p><u>Year 6</u>          Use of the <b>past perfect progressive</b> form of verbs          Adapt <b>degrees of formality and informality</b> to suit the form of the text          Create cohesion across paragraphs using a wider range of <b>cohesive</b> devices which can include <b>adverbials, conjunctions, pronouns</b></p>
	Persuasive letter	<p><u>Revise from Year 5</u>  <b>Modals</b> can be used to suggest degrees of possibility          Create <b>cohesion within paragraphs using adverbials</b></p> <p><u>Year 6</u>          Make <b>formal</b> and <b>informal</b> vocabulary choices          Adapt degrees of <b>formality</b> and <b>informality</b> to suit the form of the text          The <b>passive voice</b> can be used in some formal persuasive texts          Create cohesion across paragraphs using a wider range of cohesive devices which can include <b>adverbials and subordinating conjunctions</b>.          Use conditional forms such as the <b>subjunctive</b> form to hypothesise</p>
	News report (plane crash),	<p><u>Revise from Year 5</u>          Use of the <b>past perfect</b>  <b>Modals</b> can be used to indicate degrees of possibility          Create <b>cohesion</b> within paragraphs using <b>adverbials</b></p> <p><u>Year 6</u>          Use of the <b>past perfect progressive</b> form of verbs          Use of <b>passive voice</b>          Use of <b>direct and reported speech</b>          Adapt <b>degrees of formality and informality</b> to suit the form of the text          Create cohesion across paragraphs using a wider range of <b>cohesive</b> devices which can include <b>adverbials, conjunctions, pronouns</b></p>
	Narrative - backstory	
<b>Term 5</b>		
	Balanced argument	<p><u>Revise from Year 5</u>          Create <b>cohesion</b> within paragraphs using <b>adverbials</b>          Use <b>layout devices</b> to provide additional information and guide the reader</p>

		<p><u>Year 6</u>  Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials  Make formal and informal vocabulary choices  Use the <b>passive voice</b> to present points of view without  Adapt <b>degrees of formality and informality</b> to suit the form of the discussion  Use conditional forms such as the <b>subjunctive form</b> to hypothesise  Use <b>semi-colons, colons and dashes</b> to make boundaries between clauses</p>
	Biography writing (chosen figure from Black History)	<p><u>Revise from Year 5</u>  Use of the <b>past perfect</b>  <b>Modals</b> can be used to indicate degrees of possibility  Create <b>cohesion</b> within paragraphs using <b>adverbials</b></p> <p><u>Year 6</u>  Use of the <b>past perfect progressive</b> form of verbs  Adapt <b>degrees of formality and informality</b> to suit the form of the text  Create cohesion across paragraphs using a wider range of <b>cohesive</b> devices which can include <b>adverbials, conjunctions, pronouns</b></p>
<b>Term 6</b>		
Production connected	Recount	<p><u>Revise from Year 5</u>  Use of the <b>past perfect</b>  <b>Modals</b> can be used to indicate degrees of possibility  Create <b>cohesion</b> within paragraphs using <b>adverbials</b></p> <p><u>Year 6</u>  Use of the <b>past perfect progressive</b> form of verbs  Adapt <b>degrees of formality and informality</b> to suit the form of the text  Create cohesion across paragraphs using a wider range of <b>cohesive</b> devices which can include <b>adverbials, conjunctions, pronouns</b></p>
	Narrative	<p><u>Revise from Year 5</u>  The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating),  <b>Present perfect tense</b>  Past perfect tense (had been ...)  <b>Parenthesis</b> can be used to add additional information through the use of brackets, dashes or commas</p> <p><u>Year 6</u>  Choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>  The <b>passive voice</b>  <b>Past perfect progressive forms</b>  Create <b>cohesion</b> across paragraphs using a wider range of <b>cohesive devices</b> such as <b>organisational features, pronouns, nouns and adverbials</b>. Or by choosing to use <b>repetition or ellipses for effect</b>.  <b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.  Use '<b>show not tell</b>' to infer details about a character  Use dialogue to <b>convey character</b> and <b>advance action</b></p>