
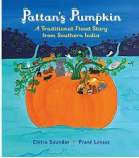
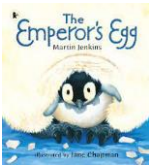
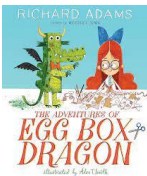
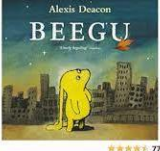
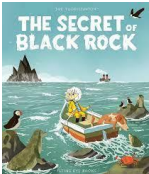


Crockham Hill Writing Genre/ GPS Progression Map 2023/24

Bluebells + Acorns Year 1

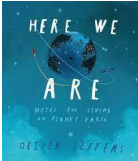
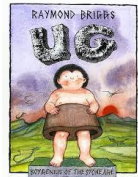
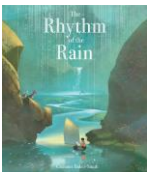
Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers 	Poetry from song 'It's a wonderful world'.	Year 1 Separation of words with spaces How words can combine to make sentences Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Year 2
Pattan's Pumpkin – Chitra Soundar 	Retelling a story from the same point of view	Year 1 Suffix er and est How words can combine to make sentences Sequencing sentences to form short narratives Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Year 2 Personal retellings often use the first person and past tense , e.g. I had tea at my Granny's house on Saturday; Simple past tense Verbs should be chosen for effect e.g. walked instead of went, The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)
	Diary entries	Year 1 Separation of words with spaces How words can combine to make sentences Sequencing sentences to form short recounts Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Year 2 Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Adjectives
Term 2		
The Emperor's Egg – Martin Jenkins 	Acrostic Poems	Year 1 Appropriate words beginning with the same letter. Separation of words with spaces Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Year 2 Nouns beginning with the same letter Noun phrase Adjectives to describe
	Life cycles	Year 1 Separation of words with spaces Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Questions demarcated with question marks Regular plural noun suffixes –s or –es Year 2 Use present and past tense throughout writing Questions can be used to form titles Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description
	Fact files	Year 1 Separation of words with spaces Capital letters at the beginning of a sentence. Full stop at the end of a sentence. Questions demarcated with question marks Regular plural noun suffixes –s or –es Year 2 Use present and past tense throughout writing

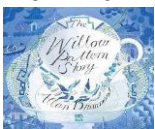
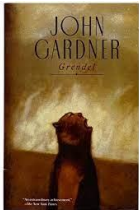
		<p>Questions can be used to form titles</p> <p>Use conjunctions e.g. because to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p>
	Narrative using a stimulus.	<p><u>Year 1</u></p> <p>Written in the third person</p> <p>Written in the past tense</p> <p>Separation of words with spaces</p> <p>Capital letters at the beginning of a sentence.</p> <p>Full stop at the end of a sentence.</p> <p><u>Year 2</u></p> <p>Use adjectives including comparative adjectives to create description</p> <p>The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p> <p>Verbs should be chosen for effect e.g. walked instead of went,</p> <p>Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</p>
	Letter writing – letters to Santa	<p><u>Year 1</u></p> <p>Capital letters for proper nouns</p> <p>Use of the personal pronoun 'I'.</p> <p>Future tense</p> <p>Present tense</p> <p><u>Year 2</u></p> <p>Use past and present tense throughout writing</p> <p>Use progressive forms of verbs</p> <p>Use conjunctions for coordination (using or, and, but) and subordination (using when, if, that, because)</p> <p>Use of noun phrases</p>
Term 3		
<p>The Egg Box Dragon – Richard Adams</p> 	Investigation - interviews	<p><u>Year 1</u></p> <p>Question marks are used to denote questions</p> <p>Separation of words with spaces</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p> <p><u>Year 2</u></p> <p>Use present and past tense throughout writing</p> <p>Questions and question marks</p> <p>Use conjunctions e.g. because to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p>
	Instructions – how to make an egg box dragon	<p><u>Year 1</u></p> <p>Sequencing steps</p> <p>Join words and clauses using 'and'</p> <p><u>Year 2</u></p> <p>Use of command sentences</p> <p>Commas in lists</p> <p>Use of the present tense</p> <p>Use of appropriate verbs</p>
	Fiction – narrative writing, changing one element of the story	<p><u>Year 1</u></p> <p>Written in the third person</p> <p>Written in the past tense</p> <p>Separation of words with spaces</p> <p>Capital letters at the beginning of a sentence.</p> <p>Full stop at the end of a sentence.</p> <p><u>Year 2</u></p> <p>Use adjectives including comparative adjectives to create description</p> <p>The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>)</p> <p>Verbs should be chosen for effect e.g. walked instead of went,</p> <p>Noun phrases 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>
Term 4		
Beegu – Alexis Deacon	Retelling a familiar story from a	<p><u>Year 1</u></p> <p>Written in the third person</p> <p>Written in the past tense</p> <p>Separation of words with spaces</p> <p>Capital letters at the beginning of a sentence.</p> <p>Full stop at the end of a sentence.</p>


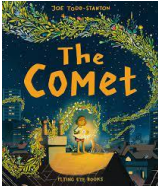
	different perspective	<p><u>Year 2</u> Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p>
	Persuasive writing – convince Beegu to come back to visit	<p><u>Year 1</u> Question marks are used to denote questions Separation of words with spaces How words can combine to make sentences Joining words and joining clauses using and</p>
		<p><u>Year 2</u> Written in present tense Rhetorical questions Effective use of noun phrases</p>
Term 5		
<p>Information Texts on Charles (TBC)</p> <p>Our King Charles Eleanor Grey (3 weeks)</p> <p>The King's Hat</p> <p>Fabulously</p> <p>Feisty queens:</p> <p>15 of the</p> <p>brightest and boldest women who have ruled the world</p>	Newspaper report written from coronation day. Weeks 1-3	<p><u>Year 1</u> Question marks are used to denote questions Separation of words with spaces How words can combine to make sentences Joining words and joining clauses using and</p>
		<p><u>Year 2</u> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Use of adjectives Adverbs</p>
	Persuasive writing – which Elizabeth was better?	<p><u>Year 1</u> Question marks are used to denote questions Separation of words with spaces How words can combine to make sentences Joining words and joining clauses using and</p>
	Weeks 4-6	<p><u>Year 2</u> Written in present tense Rhetorical questions Effective use of noun phrases</p>
Term 6		
<p>The Beach!</p> <p>Secret of Black Rock</p> 	Narrative	
	Recounts from trip to beach	<p><u>Year 1</u> Question marks are used to denote questions Separation of words with spaces How words can combine to make sentences Joining words and joining clauses using and</p>
		<p><u>Year 2</u> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Use of adjectives</p>
		<u>Year 1</u>

	Posters talking about cleaning up rubbish from beaches. Persuasion	Question marks are used to denote questions Separation of words with spaces How words can combine to make sentences Joining words and joining clauses using and
		<u>Year 2</u> Written in present tense Rhetorical questions Effective use of noun phrases

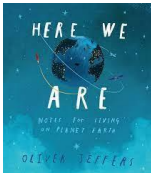

Year 3

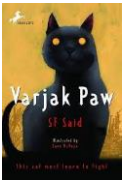
Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers 	We are Here Poetry	<u>Revise from Year 2</u> <u>Year 3</u>
	We are here posters	Revise from Year 2 Written in present tense Rhetorical questions Effective use of noun phrases <u>Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs
Ug - Raymond Briggs 	Ug – character descriptions	<u>Revise from Year 2</u> Third person Past tense Apostrophes for possession Comparative adjectives e.g. bigger, biggest Noun phrases Verbs chosen for effect <u>Year 3</u> Paragraphs are useful for organising the narrative into logical sections, Apostrophes can be used for possession and omission are used more confidently. Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect
	Instructional writing	<u>Revise from Year 2</u> Use of command sentences Commas in lists <u>Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
	Ug – first person diary writing	<u>Revise from Year 2</u> Use past tense throughout writing Use progressive forms of verbs e.g. I was running Use conjunctions for coordination and subordination Use of noun phrases <u>Year 3</u> First person Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Verbs and adverbs chosen for effect Expanded noun phrases
	Ug – explain how to use an invention	<u>Revise from Year 2</u> Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because <u>Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
Term 2		
The Rhythm of the Rain – Grahame Baker-Smith 	Fireworks story	<u>Revise from Year 2</u> Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases . <u>Year 3</u> Paragraphs to organise information

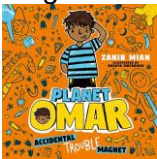
		Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation
	Event recount	Revise from Year 2 Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
	Rhythms of the Rain Descriptive writing of the journey of a droplet of water to the ocean – Explanation text	Revise from Year 2 Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
	Double page spread of Facts about water	Revise from Year 2 Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because Use adjectives including comparative adjectives to create description e.g. bigger, longer etc. Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
Term 3		
The Willow Pattern Story – Alan Drummond 	Poems about the plate design	Revise from Year 2 Year 3
	Story retelling The tale of the two doves - Writing a fable	Revise from Year 2 Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. Year 3 Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas can be used to punctuate direct Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...
Term 4		
Grendel – John Gardner 	Explanation Text: how chocolate gets from the cocoa seed to our mouths.	Revise from Year 2 Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
Term 5		
	Character description	Revise from Year 2 Third person Past tense



<p>Romans on the Rampage - Jeremy Strong</p> 		<p>Apostrophes for possession Comparative adjectives e.g. bigger, biggest Noun phrases Verbs chosen for effect</p> <p><u>Year 3</u> Paragraphs are useful for organising the narrative into logical sections, Apostrophes can be used for possession and omission are used more confidently. Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect</p>
	<p>Adventure story about becoming a chariot driver champion.</p>	<p>Revise from Year 2 Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p> <p><u>Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Use of subordination within a sentence</p>
	<p>Description of Ancient Rome life</p>	<p>Revise from Year 2 Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p> <p><u>Year 3</u> Noun phrases and expanded noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative Apostrophes can be used for possession and omission are used more confidently.</p>
<p>Term 6</p>		
<p>The Comet – Joe Todd-Stanton</p> 	<p>Growing and changing – Science booklet</p>	<p>Revise from Year 2 Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description <u>Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation</p>
	<p>Stories set in an Extreme Earth setting near a volcano</p>	<p>Revise from Year 2 Use adjectives including comparative adjectives to create description The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (<i>terminology not necessarily discussed</i>) Verbs should be chosen for effect e.g. walked instead of went, Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p> <p><u>Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using prepositions e.g. before, after, during, after, before, in, because of...</p>

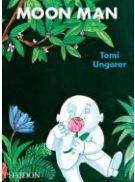
Year 4

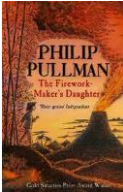
Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers 	Informative Letter Writing	<ul style="list-style-type: none"> Adjectives Paragraphs
	Non-Fiction-Information booklet	
The Stolen Spear-Saviour Pirotta 	Instructions: how to wash a Woolly Mammoth	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation</p> <p><u>Year 4</u> Imperative Verbs Create cohesion through the use of nouns and pronouns Use fronted adverbials</p>
	Diary Writing from the perspective of Wolf	<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>
	Immersive Setting Description of the Stone Age Village (senses)	<p><u>Revise from Year 3</u> Noun phrases and expanded noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative Apostrophes can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. he use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... Paragraphs are useful for organising the narrative into logical sections. Descriptions can be developed through the effective use of expanded noun phrases</p>
	Narrative (Alternative Ending)	<p><u>Revise from Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation</p>


		<p>Inverted commas to punctuate speech Using prepositions 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></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <p>Fronted adverbials The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because use of expanded noun phrase The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
Term 2		
<p>Varjak Paw – SF Said</p> 	Persuasive Letter addressed to Varjak	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs</p> <p><u>Year 4</u> Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases</p>
	Contrasting Setting Descriptions (including the character's emotions)	<p><u>Revise from Year 3</u> Noun phrases and expanded noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative Apostrophes can be used for possession and omission are used more confidently.</p> <p><u>Year 4</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. the use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... Paragraphs are useful for organising the narrative into logical sections. Descriptions can be developed through the effective use of expanded noun phrases</p>
	Newspaper Report detailing the 'Vanishings' (including eyewitness accounts)	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</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>
	Fictional Information Page detailing the 'Seven Ways of Jalal'	<p>Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation</p> <p>Year 4</p>


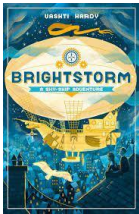
		Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas
Term 3		
Planet Omar- Accidental Trouble Magnet 	Diary Entry from Omar's perspective	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <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>
	Comic Strips (Inspired by the style of the book)	<p><u>Revise from Year 3</u></p> <p><u>Year 4</u></p>
	Viewpoint narrative (Omar's friend Charlie)	<p><u>Revise from Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using prepositions 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 third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because use of expanded noun phrase The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
	Character description (Daniel)	<p><u>Revise from Year 3</u> Paragraphs are useful for organising Apostrophes can be used for possession and omission are used more confidently. Noun phrases can be used to create effective descriptions, Verbs and adverbs should be chosen for effect</p> <p><u>Year 4</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials can be used</p> <ul style="list-style-type: none"> • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. Descriptions can be developed through the effective use of expanded noun phrases
Term 4		
The Green Ship- Quentin Blake	Poetry- Acrostic	<p><u>Revise from Year 3</u></p> <p><u>Year 4</u></p>

	Non- Fiction Debate/ Balanced Argument	<u>Revise from Year 3</u> <u>Year 4</u> Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)
	Descriptive writing of the lightning storm	<u>Revise from Year 3</u> Paragraphs are useful for organising Apostrophes can be used for possession and omission are used more confidently. Noun phrases can be used to create effective descriptions, Verbs and adverbs should be chosen for effect <u>Year 4</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials can be used <ul style="list-style-type: none"> • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. Descriptions can be developed through the effective use of expanded noun phrases
	Narrative based on predictions on what will happen next	<u>Revise from Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using prepositions e.g. before, after, during, after, before, in, because of... Apostrophes can be used for possession and omission are used more confidently. <u>Year 4</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because use of expanded noun phrase The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.
Term 5		
A Roman Story - Leila Rasheed 	Non- Chronological Report about Romans	<u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation <u>Year 4</u> Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas
	Biography (Roman Emperor)	<u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions <u>Year 4</u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)

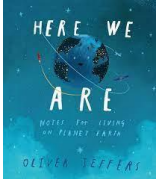
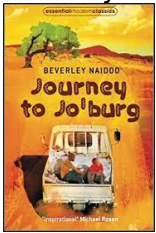

	Recount from the perspective of Camilla	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p><u>Year 4</u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p>
	Persuasive writing/ letter from the perspective of Camilla's mother	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs</p> <p><u>Year 4</u> Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases 5 Modals can be used to suggest degrees of</p>
Term 6		
Moon Man- Tomi Ungerer 	Poetry- Free Verse	<p><u>Revise from Year 3</u></p> <p><u>Year 4</u></p>
	Non- Fiction Journalistic Writing about space travel	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</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>
	Narrative (predictions on what will happen next)	<p><u>Revise from Year 3</u> Paragraphs to organise information Adverbs e.g. first, then, after that, finally... use of conjunctions e.g. when, before, after, while, so, because...enables causation Inverted commas to punctuate speech Using prepositions 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 third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Fronted adverbials The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns Verbs and adverbs should be chosen for effect The use of conjunctions e.g. when, before, after, while, so, because use of expanded noun phrase The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>
	Diary Writing from the perspective of Moon Man	<p><u>Revise from Year 3</u> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Using prepositions Apostrophes can be used for possession and omission are used more confidently.</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>

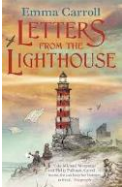
		<p><u>Year 5</u></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating),</p> <p>Present perfect tense</p> <p>Past perfect tense (had been ...)</p> <p>Parenthesis can be used to add additional information through the use of brackets, dashes or commas</p>
	Biography	<p><u>Revise from Year 4</u></p> <p>Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u></p> <p>Use of the past perfect tense</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>
	Debate/ Discussion texts	<p><u>Revise from Year 4</u></p> <p>Consistent use of present tense (Y2)</p> <p>Use present perfect form of verbs (Y3)</p> <p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p> <p>Headings and subheadings used to aid presentation (Y3)</p> <p><u>Year 5</u></p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Relative clauses</p>
Term 3		
<p>The Firework Maker's Daughter – Philip Pullman</p> 	Letter writing	<p><u>Revise from Year 4</u></p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>
	Narrative	<p><u>Revise from Year 4</u></p> <p><u>Year 4</u></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <p>Fronted adverbials</p> <p>The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</p> <p>Cohesion can also be created, and repetition avoided through the use of nouns and pronouns</p> <p>Verbs and adverbs should be chosen for effect</p> <p>The use of conjunctions e.g. when, before, after, while, so, because</p> <p>Use of expanded noun phrases</p> <p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p><u>Year 5</u></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating),</p> <p>Present perfect tense</p>

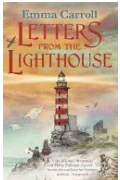
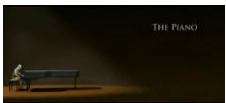
		<p>Past perfect tense (had been ...)</p> <p>Parenthesis can be used to add additional information through the use of brackets, dashes or commas</p>
	Character/setting description	<p><u>Revise from Year 4</u></p> <p>Verbs and adverbs should be chosen for effect</p> <p>Use of expanded noun phrases</p> <p>The use of conjunctions e.g. when, before, after, while, so, because</p> <p><u>Year 5</u></p> <p>Relative clauses 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>Parenthesis can be used to add additional information through the use of brackets, dashes or commas</p> <p>Modals can be used to suggest degrees of possibility</p>
Term 4		
Malamander – Thomas Taylor 	Letter writing	<p><u>Revise from Year 4</u></p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use of formal and informal language according to the purpose of the letter</p>
	Narrative	<p><u>Revise from Year 4</u></p> <p><u>Year 4</u></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <p>Fronted adverbials</p> <p>The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</p> <p>Cohesion can also be created, and repetition avoided through the use of nouns and pronouns</p> <p>Verbs and adverbs should be chosen for effect</p> <p>The use of conjunctions e.g. when, before, after, while, so, because</p> <p>Use of expanded noun phrases</p> <p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p><u>Year 5</u></p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating),</p> <p>Present perfect tense</p> <p>Past perfect tense (had been ...)</p> <p>Parenthesis can be used to add additional information through the use of brackets, dashes or commas</p> <p>Relative clauses</p>
	Magazine article	<p><u>Revise from Year 4</u></p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>
Term 5		
The 1000-Year-Old Boy	Diary	<p><u>Revise from Year 4</u></p> <p>Use of paragraphs to organise ideas</p>


<p>– Ross Welford</p> 		<p>Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials and fronted adverbials</p>
	Formal police report	<p><u>Revise from Year 4</u> Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas</p> <p><u>Year 5</u> Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p>
	Newspaper	<p><u>Revise from Year 4</u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p>
	Narrative	<p><u>Revise from Year 4</u></p> <p><u>Year 5</u></p>
<p>Term 6</p>		
<p>Brightstorm – Vishti Hardi</p> 	<p>Newspaper report</p>	<p><u>Revise from Year 4</u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p>
	Diary entry	<p><u>Revise from Year 4</u> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> <p><u>Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials and fronted adverbials</p>

Year 6

Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers (2 weeks) 	Persuasive Letter	<u>Revise from Year 5</u> Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials <u>Year 6</u> Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials
Black History Journey to Jo'Burg - Beverley Naidoo 	Biography	<u>Revise from Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials <u>Year 6</u> Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns
	Poetry in the style of an author – I have a Dream – Martin Luther King	Emotive language Figurative language – similes, metaphors Use of synonyms to develop vocabulary choices.
Term 2		
The Explorer – Katherine Rundell 	Non-chronological report	<u>Revise from Year 5</u> Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader <u>Year 6</u> Use technical vocabulary typical of formal speech The passive voice Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions
	Setting description	<u>Revise from Year 5</u> <u>Year 6</u> Choose between vocabulary typical of informal speech and that appropriate for formal speech The passive voice Past perfect progressive forms Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials . Or by choosing to use repetition or ellipses for effect . Colons, semi-colons and dashes can be used to separate and link ideas. Use of synonyms to give cohesion Adventurous and emotive vocabulary
	Narrative in an alternative setting	Choose between vocabulary typical of informal speech and that appropriate for formal speech The passive voice Past perfect progressive forms

		<p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <p>Colons, semi-colons and dashes can be used to separate and link ideas.</p> <p>Use 'show not tell' to infer details about a character</p> <p>Use dialogue to convey character and advance action</p>
Term 3		
<p>Letters from the Lighthouse – Emma Carroll</p> 	Setting description	<p>Choose between vocabulary typical of informal speech and that appropriate for formal speech</p> <p>The passive voice</p> <p>Past perfect progressive forms</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <p>Colons, semi-colons and dashes can be used to separate and link ideas.</p> <p>Use of synonyms to give cohesion</p> <p>Adventurous and emotive vocabulary</p>
	Diary writing	<p><u>Revise from Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use of the past perfect progressive form of verbs</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns</p>
	Persuasive letter	<p><u>Revise from Year 5</u></p> <p>Modals can be used to suggest degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p><u>Year 6</u></p> <p>Make formal and informal vocabulary choices</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>The passive voice can be used in some formal persuasive texts</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials and subordinating conjunctions.</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p>
	Balanced argument	<p><u>Revise from Year 5</u></p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p> <p><u>Year 6</u></p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Make formal and informal vocabulary choices</p> <p>Use the passive voice to present points of view without</p> <p>Adapt degrees of formality and informality to suit the form of the discussion</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses</p>
	Emotive poetry – The Blitz	<p><u>Revise from Year 5</u></p> <p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Verbs and adverbs chosen for effect</p> <p><u>Year 6</u></p> <p>Passive voice</p> <p>choose between vocabulary typical of informal speech and that appropriate for formal speech</p>
Term 4		

<p>Letters from the Lighthouse – Emma Carroll</p> 	<p>Non-fiction – non chronological report</p>	<p><u>Revise from Year 5</u> Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p> <p><u>Year 6</u> Use technical vocabulary typical of formal speech The passive voice Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions</p>
	<p>News report (plane crash),</p>	<p><u>Revise from Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p> <p><u>Year 6</u> Use of the past perfect progressive form of verbs Use of passive voice Use of direct and reported speech Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns</p>
	<p>Biography (chosen figure from the war.</p>	<p><u>Revise from Year 5</u> Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p> <p><u>Year 6</u> Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns</p>
	<p>Narrative – alternative ending</p>	<p><u>Revise from Year 5</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect tense Past perfect tense (had been ...) Parenthesis 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 vocabulary typical of informal speech and that appropriate for formal speech The passive voice Past perfect progressive forms Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. Colons, semi-colons and dashes can be used to separate and link ideas. Use 'show not tell' to infer details about a character Use dialogue to convey character and advance action</p>
<p>Term 5</p>		
<p>The Piano – short film</p> 	<p>Stories with flashbacks</p>	<p><u>Year 5</u> <u>Revise from Year 5</u> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect tense</p>

		<p>Past perfect tense (had been ...)</p> <p>Parenthesis can be used to add additional information through the use of brackets, dashes or commas</p> <p>Relative clauses</p> <p><u>Year 6</u></p> <p>Choose between vocabulary typical of informal speech and that appropriate for formal speech</p> <p>The passive voice</p> <p>Past perfect progressive forms</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <p>Colons, semi-colons and dashes can be used to separate and link ideas</p> <p>Use of the past perfect and past perfect progressive tenses and movement between these cohesively</p>
<p>Ruin – short animation</p> 	Fantasy fiction	<p><u>Year 6</u></p> <p>Choose between vocabulary typical of informal speech and that appropriate for formal speech</p> <p>The passive voice</p> <p>Past perfect progressive forms</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <p>Colons, semi-colons and dashes can be used to separate and link ideas.</p> <p>Use 'show not tell' to infer details about a character</p> <p>Use dialogue to convey character and advance action</p>
Term 6		
Production connected	Recount	<p><u>Revise from Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p><u>Year 6</u></p> <p>Use of the past perfect progressive form of verbs</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns</p>
	Newspaper report	<p><u>Revise from Year 5</u></p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p><u>Year 6</u></p> <p>Use of the past perfect progressive form of verbs</p> <p>Use of passive voice</p> <p>Use of direct and reported speech</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions, pronouns</p>