## 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 'lt'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
Pattans 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 were <u>eating (terminology not necessarily discussed)</u>
	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 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
	Life cycles	Adjectives to describe         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

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

Alexis Discon BEEGU Second Alexis Access 72	different perspective Persuasive writing – convince Beegu to come back to visit	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 were         eating (terminology not necessarily discussed)         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 1         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         Year 2         Written in present tense         Rhetorical questions         Effective use of noun phrases
Term 5		
Information Texts on Charles (TBC)	Newspaper report written from coronation	Year 1         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
Our King Charles Eleanor Grey (3 weeks)	day. Weeks 1-3	Year 2 Use <b>past</b> and <b>present</b> tense throughout writing Use <b>progressive forms of verbs</b>
The King's Hat		Use conjunctions for coordination and subordination Use of noun phrases Use of adjectives Adverbs
Fabulously	Persuasive writing – which Elizabeth was	Year 1 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
Feisty queens:	better? Weeks 4-6	Year 2 Written in <b>present</b> tense <b>Rhetorical</b> questions
15 of the		Effective use of <b>noun phrases</b>
brightest and boldest women		
who have ruled		
the world		
Term 6		
	Narrative	
The Beach!	Recounts from trip to	Year 1 Question marks are used to denote questions Separation of words with spaces
Secret of Black Rock THE SECRET BLACK ROCK	beach	Separation of words with spaces         How words can combine to make sentences         Joining words and joining clauses using and         Year 2         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
		Year 1

Posters talking abou cleaning up rubbish fror beaches.	How words can <b>combine</b> to make <b>sentences</b>
Persuasion	Effective use of <b>noun phrases</b>

#### <u>Year 3</u>

Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers	We are Here Poetry	Revise from Year 2 Year 3
A RE NATE FOR THE SAME NATE OF THE SAME OLEVEN	We are here posters	Revise from Year 2         Written in present tense         Rhetorical questions         Effective use of noun phrases         Year 3         Express time, place and cause using conjunctions (e.g. so, because), adverbs and
Ug - Raymond Briggs	Ug – character descriptions	prepositions Use present perfect form of verbs          Revise from Year 2         Third person         Past tense
RAYMOND-BRUENS		Apostrophes for possession         Comparative adjectives e.g. bigger, biggest         Noun phrases         Verbs chosen for effect         Year 3         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	Revise from Year 2         Use of command sentences         Commas in lists         Year 3         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	Revise from Year 2         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         Year 3         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	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. sobecause         Year 3         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	Revise from Year 2Use adjectives including comparative adjectives to create descriptionThe past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating(terminology not necessarily discussed)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 inexpanded noun phrases.Year 3Paragraphs to organise information

	1	
		Adverbs e.g. first, then, after that, finally use of conjunctions e.g. when, before, after, while, so, becauseenables causation
	Event recount	Revise from Year 2
	Lventrecount	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	Revise from Year 2
	Rain Descriptive	Consistent use of present tense
	writing of the	Questions can be used to form titles
	journey of a	Question marks are used to denote questions (Y1)
	droplet of water	Use conjunctions e.g. so…because Year 3
	to the ocean –	Express time, place and cause using conjunctions (e.g. so, because), adverbs and
	Explanation text	prepositions
	-	Heading and subheadings used to aid presentation
	Double page	Revise from Year 2
	spread of Facts	Consistent use of <b>present tense</b> Questions can be used to form titles
	about water	Questions can be used to form titles Question marks are used to denote questions (Y1)
		Use conjunctions e.g. sobecause
		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 propositions
		prepositions Heading and subheadings used to aid presentation
Term 3		newang and cushoudings dood to did procentation
The Willow	Poems about the	Revise from Year 2
Pattern Story –	plate design	
Alan Drummond	plate design	Year 3
Alan Drummonu		
Conference Conference Part Brand	Story retelling The tale of the two doves - Writing a fable	Revise from Year 2Use adjectives including comparative adjectives to create descriptionThe past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating(terminology not necessarily discussed)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, becauseenables 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. sobecause         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

Romans on the Rampage -		Apostrophes for possession
		Comparative adjectives e.g. bigger, biggest
Jeremy Strong		Noun phrases
		Verbs chosen for effect
STRONG		Year 3
MAMO		Paragraphs are useful for organising the narrative into logical sections,
AMPAGA		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
	Adventure story	Revise from Year 2 Use adjectives including comparative adjectives to create description
	about becoming a	The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff were eating
	chariot driver	(terminology not necessarily discussed)
	champion.	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 <b>conjunctions</b> e.g. when, before, after, while, so, becauseenables causation
		Inverted commas to punctuate speech
		Use of <b>subordination</b> within a sentence
	Description of	Revise from Year 2
	Ancient Rome life	Use <b>adjectives</b> including <b>comparative adjectives</b> to create description The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u>
		(terminology not necessarily discussed)
		<b>Verbs</b> 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
		Noun phrases and expanded noun phrases can be used to create effective descriptions,
		e.g. the deep, dark woods. <b>Verbs and adverbs</b> should be chosen for effect
		verbs and adverbs should be chosen for effect
		The use of <b>conjunctions</b> a given before ofter while so because, enables causation to
		The use of <b>conjunctions</b> e.g. when, before, after, while, so, becauseenables causation to
		be included in the narrative
Term 6		
<b>Term 6</b> The Comet –	Growing and	be included in the narrative <b>Apostrophes</b> can be used for possession and omission are used more confidently.
The Comet –	Growing and changing –	be included in the narrative
The Comet – Joe Todd-	changing –	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. Revise from Year 2
The Comet –	-	be included in the narrative Apostrophes can be used for possession and omission are used more confidently.           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)
The Comet – Joe Todd-	changing –	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> 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
The Comet – Joe Todd-	changing –	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> 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
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The Comet – Joe Todd-	changing – Science booklet	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. 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 Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation Revise from Year 2 Use adjectives including comparative adjectives to create description
The Comet – Joe Todd-	changing – Science booklet Stories set in an	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> 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 <u>Revise from Year 2</u> Use adjectives including comparative adjectives to create description <u>The past progressive</u> form of verbs can be used, e.g. the Billy Goats Gruff were eating
The Comet – Joe Todd-	changing – Science booklet Stories set in an Extreme Earth	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> 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 <u>Revise from Year 2</u> Use adjectives including comparative adjectives to create description <u>The past progressive</u> form of verbs can be used, e.g. the Billy Goats Gruff were eating <i>(terminology not necessarily discussed)</i>
The Comet – Joe Todd-	changing – Science booklet Stories set in an Extreme Earth setting near a	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> 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 <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 were eating (terminology not necessarily discussed) Verbs should be chosen for effect e.g. walked instead of went,
The Comet – Joe Todd-	changing – Science booklet Stories set in an Extreme Earth setting near a	be included in the narrative <b>Apostrophes</b> can be used for possession and omission are used more confidently. <u>Revise from Year 2</u> Use present and past tense throughout writing <b>Questions</b> can be used to form titles <b>Question marks</b> 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 <u>Headings and subheadings</u> used to aid presentation <u>Revise from Year 2</u> Use adjectives including comparative adjectives to create description <u>The past progressive</u> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u> (terminology not necessarily discussed) 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.
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The Comet – Joe Todd-	changing – Science booklet Stories set in an Extreme Earth setting near a	be included in the narrative Apostrophes can be used for possession and omission are used more confidently. 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 Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation 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 were eating (terminology not necessarily discussed) 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, becauseenables causation
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Aposit opnes can be used for possession and offission are used more confidently.		Apostrophes can be used for possession and omission are used more confidently.
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## Year 4

Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers	Informative Letter Writing	<ul><li>Adjectives</li><li>Paragraphs</li></ul>
HERE WE ARE NELL IN STREE STREET SAND OLIVIT TETERS	Non-Fiction- Information booklet	
The Stolen Spear- Saviour	Instructions: how to wash a Woolly	Revise from Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Pirotta	Mammoth	Heading and subheadings used to aid presentation         Year 4         Imperative Verbs         Create cohesion through the use of nouns and pronouns         Use fronted adverbials
A CONTRACTOR OF A CONTRACTOR O	Diary Writing from the perspective of Wolf	Revise from Year 3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
		Year 4 Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
	Immersive Setting Description of the Stone Age Village (senses)	Revise from Year 3         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, becauseenables causation to be included in the narrative         Apostrophes can be used for possession and omission are used more confidently.
		Year 4 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 <b>adverbials</b> e.g. therefore, however cerates cohesion within and across paragraphs. <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns</b> <b>and pronouns</b> 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 <b>expanded noun</b> <b>phrases</b>
	Narrative (Alternative Ending)	Revise from Year 3 Paragraphs to organise information Adverbs e.g. first, then, after that, finally use of conjunctions e.g. when, before, after, while, so, becauseenables 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.
		Year 4
		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 <b>adverbials</b> e.g. therefore, however cerates 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 <b>conjunctions</b> e.g. when, before, after, while, so, because
		use of expanded noun phrase
		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.
Term 2		
Varjak Paw –	Persuasive	Revise from Year 3
SF Said	Letter	Express time, place and cause using conjunctions (e.g. so, because),
	addressed to	adverbs and prepositions Use present perfect form of verbs
	Varjak	
	varjak	Year 4
Varjak Paw		Create cohesion through the use of nouns and pronouns Use adverbials
ST Sald Rabidity Set fuller		e.g. therefore, however Use paragraphs to organise ideas Effective use
Obtained must bear to bight		of expanded noun phrases
	Contrasting	Revise from Year 3
	Setting	Noun phrases and expanded noun phrases can be used to create effective descriptions, e.g.
	Descriptions	the deep, dark woods.
	(including the	Verbs and adverbs should be chosen for effect
	character's	The use of <b>conjunctions</b> e.g. when, before, after, while, so, becauseenables causation to be
		included in the narrative
	emotions)	<b>Apostrophes</b> can be used for possession and omission are used more confidently.
		Apost opnes can be used for possession and omission are used more connuctury.
		Year 4
		The third person and past tense are used. This can include the past progressive
		(e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (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 <b>adverbials</b> e.g. therefore, however cerates 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 <b>expanded noun</b>
		phrases
	Newspaper	Revise from Year 3
	Report	Express time, place and cause using conjunctions (e.g. so, because),
	detailing the	adverbs and prepositions Inverted commas can be used to punctuate
	'Vanishings'	
	(including	direct speech
	· •	
	eyewitness	Year 4
	accounts)	Use of paragraphs to organise ideas Effective use of expanded noun
		phrases Fronted adverbials (e.g. Later that day)
	Fictional	Year 3
	Information	Express time, place and cause using <b>conjunctions</b> (e.g. so, because),
		adverbs and prepositions
	Page	Headings and subheadings used to aid presentation
	detailing the	
	'Seven Ways	Year 4
1	of Jalal'	

		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	Revise from Year 3         Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions         Year 4         Use of paragraphs to organise ideas         Effective use of expanded noun phrases         Fronted adverbials (e.g. Later that day)
	Comic Strips (Inspired by the style of the book)	Revise from Year 3       Year 4
	Viewpoint narrative (Omar's friend Charlie)	Revise from Year 3Paragraphs to organise informationAdverbs e.g. first, then, after that, finallyuse of conjunctions e.g. when, before, after, while, so, becauseenables causationInverted commas to punctuate speechUsing prepositions e.g. before, after, during, after, before, in, because ofApostrophes can be used for possession and omission are used more confidently.Year 4The third person and past tense are used. This can include the past progressive (e.g. theBilly Goats Gruff were eating), Present perfect (e.g. What have you done?).Fronted adverbialsThe use of adverbials e.g. therefore, however cerates cohesion within and across paragraphs.Cohesion can also be created, and repetition avoided through the use of nouns and pronounsVerbs and adverbs should be chosen for effectThe use of conjunctions e.g. when, before, after, while, so, becauseuse of expanded noun phraseThe full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.
	Character description (Daniel)	Revise from Year 3         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         Year 4         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         • 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 nhrases
Term 4		phrases
-	Dootr	Povice from Veer 2
The Green Ship- Quentin Blake	Poetry- Acrostic	Revise from Year 3       Year 4

	New Fistien	Device from Veen 2
Rutatin Blake S	Non- Fiction Debate/	Revise from Year 3
SHIP	Balanced	Year 4
A A A	Argument	Consistent use of present tense (Y2)
Se selle	Argument	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	Revise from Year 3
	writing of the	Paragraphs are useful for organising
	lightning	Apostrophes can be used for possession and omission are used more confidently.
	storm	Noun phrases can be used to create effective descriptions,
		Verbs and adverbs should be chosen for effect
		Year 4
		The third person and past tense are used. This can include the past progressive
		(e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you
		done?).
		Fronted adverbials can be used
		• 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 <b>expanded noun</b>
		phrases
	Narrative	Revise from Year 3
	based on	Paragraphs to organise information Adverbs e.g. first, then, after that, finally
	predictions	use of <b>conjunctions</b> e.g. when, before, after, while, so, becauseenables causation
	on what will	Inverted commas to punctuate speech
	happen next	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.
		Year 4 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?).
		Fronted adverbials
		The use of <b>adverbials</b> e.g. therefore, however cerates 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 <b>conjunctions</b> e.g. when, before, after, while, so, because
		use of expanded noun phrase
		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.
Term 5		
A Roman	Non-	Revise from Year 3
Story - Leila	Chronological	Express time, place and cause using <b>conjunctions</b> (e.g. so, because), <b>adverbs</b> and
Rasheed	Report about	prepositions Headings and subheadings used to aid presentation
C C C C C C C C C C C C C C C C C C C	Romans	neadings and subneadings used to aid presentation
		Year 4
		Create cohesion through the use of nouns and pronouns Use of
Sol Cot		paragraphs to organise ideas
EMPIRE'S END		
A ROMAN STORY LEILA RASHEED	Biography	Revise from Year 3
	(Roman	Express time, place and cause using conjunctions (e.g. so, because), adverbs and
	Emperor)	prepositions
		Year 4
		Use of paragraphs to organise ideas
		Effective use of expanded noun phrases
1	1	Fronted adverbials (e.g. Later that day)

Term 6 Moon Man- Tomi Ungerer	Recount from the perspective of Camilla	Revise from Year 3         Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions         Year 4         Use of paragraphs to organise ideas         Effective use of expanded noun phrases         Fronted adverbials (e.g. Later that day)
	Persuasive writing/ letter from the perspective of Camilla's mother	Revise from Year 3Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbsYear 4Create 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
	Poetry- Free Verse	Revise from Year 3 Year 4
	Non- Fiction Journalistic Writing about space travel	Revise from Year 3Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speechYear 4Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
	Narrative (predictions on what will happen next)	Revise from Year 3         Paragraphs to organise information         Adverbs e.g. first, then, after that, finally         use of conjunctions e.g. when, before, after, while, so, becauseenables 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.         Year 4         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 cerates 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.
	Diary Writing from the perspective of Moon Man	Revise from Year 3         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.         Year 4
		Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)

#### Year 5

TextGenres StudiedGPS ObjectivesHere We Are - OliverPoetry in the form of songRevise from Year 4	
– Oliver form of song	
Jeffers Year 5	
HEAE WE A RE Note for the second Oliver Second	
Stitch Head –     Character/     Revise from Year 4	
Guy Bass setting	
description Year 5	
Newspaper         Revise from Year 4	
Use of paragraphs to organise ideas Effective	use of expanded noun
phrases Fronted adverbials (e.g. Later that da <u>Year 5</u>	y)
Use of the past perfect Modals can be used to	•
possibility Create cohesion within paragraphs	using adverbials
Persuasive Revise from Year 4	1
speech Create cohesion through the use of nouns and	d pronouns
Use adverbials e.g. therefore, however	
Use paragraphs to organise ideas	
Effective use of expanded noun phrases Year 5	
Modals can be used to suggest degrees of po	e cibility
Create cohesion within paragraphs using adv	-
Term 2	
Darwin's Diary <u>Revise from Year 4</u>	
Dragons- Use of paragraphs to organise ideas	
Lyndsay Effective use of expanded noun phrases	
Galvin Fronted adverbials (e.g. Later that day)	
Pear 5	
Use of the past perfect	
Modals can be used to indicate degrees of po	-
Create cohesion within paragraphs using adve	erbials and fronted
adverbials	
Narrative Revise from Year 4	
Year 4	
The <b>third person</b> and <b>past tense</b> are used. This can include th	
Billy Goats Gruff were eating), Present perfect (e.g. What hav Fronted adverbials	ve you done?).
The use of <b>adverbials</b> e.g. therefore, however cerates cohesi	ion within and across paragraphs.
Cohesion can also be created, and repetition avoided throug Verbs and adverbs should be chosen for effect	gh the use of <b>nouns and pronouns</b>
The use of <b>conjunctions</b> e.g. when, before, after, while, so, b	pecause
use of <b>expanded noun phrase</b> The full range of <b>speech punctuation</b> can be used to indicate	e dialogue this allows characters to
interact and the story to be developed.	

		Year 5
		The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past</b>
		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
	Biography	Revise from Year 4
		Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
		<u>Year 5</u>
		Use of the past perfect tense
		Modals can be used to indicate degrees of possibility
		Create cohesion within paragraphs using adverbials
	Debate/	Revise from Year 4
	Discussion texts	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
		Headings and subheadings used to aid presentation (Y3)
		Year 5
		Create cohesion within paragraphs using adverbials
		Use layout devices to provide additional information and guide the
		reader
		Relative clauses
Term 3		
The Firework	Letter writing	Revise from Year 4
Maker's		Use of <b>paragraphs</b> to organise ideas
Daughter –		Effective use of expanded noun phrases
Philip		Fronted adverbials (e.g. Later that day)
Pullman		
		Year 5
PHILIP PULLMAN		Use of the past perfect
The Firework- Maker's Daughters The part integration		Modals can be used to indicate degrees of possibility
		Create cohesion within paragraphs using adverbials
Cill Statem Prov Award Walk	Narrative	Revise from Year 4
		Year 4 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?).
		Fronted adverbials
		The use of <b>adverbials</b> e.g. therefore, however cerates 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 <b>conjunctions</b> e.g. when, before, after, while, so, because
		Use of expanded noun phrases
		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.
		Year 5
		The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past</b>
		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
	Character/setting description	Revise from Year 4 Verbs and adverbs should be chosen for effect Use of expanded noun phrases The use of conjunctions e.g. when, before, after, while, so, because
Torres 4		Year 5 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. Parenthesis can be used to add additional information through the use of brackets, dashes or commas Modals can be used to suggest degrees of possibility
Term 4		
Malamander – Thomas Taylor	Letter writing	Revise from Year 4Use of paragraphs to organise ideasEffective use of expanded noun phrasesFronted adverbials (e.g. Later that day)Year 5Use of the past perfectModals can be used to indicate degrees of possibilityCreate cohesion within paragraphs using adverbialsUse of formal and informal language according to the purpose of theletter
	Narrative	Revise from Year 4 Year 4 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 cerates 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 phrases The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.
		Year 5 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
	Magazine article	Revise from Year 4Use of paragraphs to organise ideasEffective use of expanded noun phrasesFronted adverbials (e.g. Later that day)Year 5Use of the past perfectModals can be used to indicate degrees of possibilityCreate cohesion within paragraphs using adverbials
Term 5		
The 1000- Year-Old Boy	Diary	Revise from Year 4 Use of <b>paragraphs</b> to organise ideas

Boss		Effective use of expended neur phrases
– Ross Welford		Effective use of <b>expanded noun phrases</b>
		Fronted adverbials (e.g. Later that day)
		Veer 5
		Year 5
		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> and <b>fronted</b>
		adverbials
	Formal police	Revise from Year 4
	report	Create cohesion through the use of nouns and pronouns
	roport	Use of paragraphs to organise ideas
		Year 5
		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
	Newspaper	Revise from Year 4
	Tomopapor	Use of paragraphs to organise ideas Effective use of expanded noun
		phrases Fronted adverbials (e.g. Later that day)
		Year 5
		Use of the past perfect Modals can be used to indicate degrees of
		possibility
		Create cohesion within paragraphs using adverbials
	Narrative	Revise from Year 4
		Year 5
Term 6		
Brightstorm –	Newspaper	Revise from Year 4
Vishti Hardi	report	Use of paragraphs to organise ideas Effective use of expanded noun
UASHTI HARDV		phrases Fronted adverbials (e.g. Later that day)
BRIGHTSTORM		
		Year 5
		Use of the past perfect Modals can be used to indicate degrees of
		possibility
		Create cohesion within paragraphs using adverbials
	Diary entry	Revise from Year 4
		Use of <b>paragraphs</b> to organise ideas
		Effective use of expanded noun phrases
		Fronted adverbials (e.g. Later that day)
		Vear 5
		Year 5
		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> and <b>fronted</b> <b>adverbials</b>
		auverbidis

# <u>Year 6</u>

Term 1		
Text	Genres Studied	GPS Objectives
Here We Are – Oliver Jeffers (2 weeks)	Persuasive Letter	Revise from Year 5Modals can be used to suggest degrees of possibilityCreate cohesion within paragraphs using adverbialsYear 6Make formal and informal vocabulary choicesAdapt degrees of formality and informality to suit the form of the textThe passive voice can be used in some formal persuasive textsCreate cohesion across paragraphs using a wider range of cohesive deviceswhich can include adverbials
Black History Journey to Jo'Burg - Beverley Naidoo	Biography	Revise from Year 5Use of the past perfectModals can be used to indicate degrees of possibilityCreate cohesion within paragraphs using adverbialsYear 6Use of the past perfect progressive form of verbsAdapt degrees of formality and informality to suit the form of the textCreate cohesion across paragraphs using a wider range of cohesive deviceswhich can include adverbials, conjunctions, pronouns
Transmer Hondbard	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 Setting description	Revise from Year 5         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         Year 6         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         Revise from Year 5         Year 6         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.
	Narrative in an alternative setting	Adventurous and emotive vocabulary Choose between vocabulary typical of informal speech and that appropriate for formal speech The passive voice Past perfect progressive forms

Torm 2		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 <u>for effect.</u> 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
Term 3	Sotting	Chapped between vegebulers twoiged of informal analysis and that any swints
Letters from the Lighthouse – Emma Carroll	Setting description	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 <u>for effect.</u> Colons, semi-colons and dashes can be used to separate and link ideas. Use of synonyms to give cohesion Adventurous and emotive vocabulary
	Diary writing	Revise from Year 5         Use of the past perfect         Modals can be used to indicate degrees of possibility         Create cohesion within paragraphs using adverbials
		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>
	Persuasive letter	Revise from Year 5Modals can be used to suggest degrees of possibilityCreate cohesion within paragraphs using adverbials
		Year 6 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 and subordinating conjunctions. Use conditional forms such as the subjunctive form to hypothesise
	Balanced argument	Revise from Year 5 Create <b>cohesion</b> within paragraphs using <b>adverbials</b> Use <b>layout devices</b> to provide additional information and guide the reader
		Year 6 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
	Emotive poetry – The Blitz	Revise from Year 5 Fronted adverbials Expanded noun phrases Verbs and adverbs chosen for effect
		Year 6 Passive voice choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b>
Term 4		

Latters from the	Non fistion	Device from Veer 5
Letters from the Lighthouse – Emma Carroll	Non-fiction – non chronological report	Revise from Year 5 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
		Year 6 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>
	News report (plane crash),	Revise from Year 5         Use of the past perfect         Modals can be used to indicate degrees of possibility         Create cohesion within paragraphs using adverbials
		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>
	Biography (chosen figure from the war.	Revise from Year 5         Use of the past perfect         Modals can be used to indicate degrees of possibility         Create cohesion within paragraphs using adverbials
		Year 6 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>
	Narrative – alternative ending	Revise from Year 5The third person and past tense are used. This can include the pastprogressive (e.g. the Billy Goats Gruff were eating),Present perfect tensePast perfect tense (had been)Parenthesis can be used to add additional information through the use ofbrackets, dashes or commasRelative clauses
		Year 6 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 <u>for effect.</u> 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
Term 5		
The Piano – short film	Stories with flashbacks	Year 5 Revise from Year 5 The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past</b> <b>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
		Year 6
		Choose between vocabulary typical of informal speech and that appropriate
		for <b>formal speech</b>
		The passive voice
		Past perfect progressive forms
		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</b> for effect.
		<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
Ruin – short	Fantasy	Year 6
animation	fiction	Choose between <b>vocabulary typical of informal speech</b> and that appropriate
		for formal speech
		The passive voice
		Past perfect progressive forms
		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</b> <u>for effect.</u> <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
		Use dialogue to convey character and advance action
Term 6		
Production	Recount	Revise from Year 5
connected		Use of the <b>past perfect</b>
		Modals can be used to indicate degrees of possibility
		Create <b>cohesion</b> within paragraphs using <b>adverbials</b>
		Voor 6
		Year 6 Use of the <b>past perfect progressive</b> 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 <b>cohesive</b> devices
		which can include adverbials, conjunctions, pronouns
	Newspaper	Revise from Year 5
	report	Use of the <b>past perfect</b>
		Modals can be used to indicate degrees of possibility
		Create <b>cohesion</b> within paragraphs using <b>adverbials</b>
		Year 6
		Use of the <b>past perfect progressive</b> 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 <b>cohesive</b> devices
		which can include adverbials, conjunctions, pronouns