Writing LTP- 23/24

Intent:

- 1. Teachers can base their genre of writing on any topic that creates interest in class. This can be on a current event, their theme studied or a book.
 - 2. GPS linked to blocked curriculum found at the bottom of each half term. GPS for Y2 and 6 found at the bottom of each genre.
 - 3. Y2 and 6- GPS objectives to be retaught throughout year once they have learnt them.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Blocked	<u>Spiralled</u>	Blocked	Blocked	Blocked	<u>Spiralled</u>
			Autumn 1			
) A / = = I :	La atamatica a	To out out in Faire tale	<u>To inform</u>		Non abassalasisalasisas	To antonio
Week	Instructions	To entertain: Fairy tale	Instructions	Biographies Marcus Rashford	Non-chronological report	To entertain: Narrative
1	Hygiene How to make a jam	character description Goldilocks and the three	How to be the perfect pupil	Iviai cus Rasilioi u	Dragons	Adventure
	sandwich	bears				Birthday morning
		Goldilocks				
		CDC. Formation of adjectives				CDC.
		GPS: Formation of adjectives using suffixes such as -ful, -				GPS: Use brackets, dashes or
		less. (Examine page 56 in Y2				commas to indicate
		spelling section for more				parenthesis
		suffix examples).				Use adjectives, adverbs and
		Use of capital letters and full				prepositions (including
		stops to demarcate				phrases)
		sentences.				Write complex sentences
		Use capital letters for proper nouns				with more than one clause using a wider range of
		nouns				conjunctions (when, before,
						after, while, so, because)
						Express time and cause using
						conjunctions, fronted
						adverbials, adverbials and
						prepositions.
						Use of coordinating and subordinating conjunctions
						Use cohesive devices such as
						coordinating and
						subordinating conjunctions
						and adverbials
						Use and punctuate direct speech
						All sentences correctly
						demarcated (.,!?""'-;:)

Week 2	Instructions How to make a jam sandwich	To entertain: Fairy tale narrative Goldilocks and the three bears	Instructions How to be the perfect pupil	Biographies <mark>Marcus Rashford</mark>	Non-chronological report Dragons	To entertain: Narrative Adventure Birthday morning
		GPS: Formation of nouns using suffixes such as -ness, - er. Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more suffix examples). Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Use of noun phrases				GPS: Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions. Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use and punctuate direct speech All sentences correctly demarcated (.,!?""'-;:)
						Use brackets, dashes or commas to indicate parenthesis
Week 3	Instructions Clothes How to get dressed	To entertain: Fairy tale narrative Goldilocks and the three bears	Diary Charlotte's Web – Fern gets the piglet	Biographies <mark>Roald Dahl</mark>	Non-chronological report Imaginary island	To inform: Non-chronological report Holes – Camp Green Lake
		GPS: Formation of nouns using suffixes such as -ness, - er. Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more suffix examples).				GPS: Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)

Week	Instructions	Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Use of noun phrases	Diary	Biographies	Non-chronological report	Use of colon to introduce list. Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text. Use brackets, dashes or commas to indicate parenthesis To inform:
4	How to brush your teeth	Trip to the beach GPS: Commas to separate a list. Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Past tense throughout writing (consistent) Use of noun phrases	Charlotte's Web - Fern gets the piglet	Roald Dahl	Imaginary island	Non chronological report Holes – Camp Green Lake GPS: Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use of colon to introduce list. Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text.
Week 5	Instructions Craft How to carve a pumpkin	Recount Trip to the beach GPS: Commas to separate a list. Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Past tense throughout writing (consistent) Use of noun phrases	Non-chronological report – Seasons	Pirates Treasure Island	Biographies Vincent Van Gogh	To persuade: Letters Ghyll Head GPS: Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions. Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating and subordinating and adverbials Use commas in a list

Week 6	Instructions Craft	To inform: Letter	Non-chronological report – Seasons	Diary <mark>Pirates</mark>	Biographies Vincent Van Gogh	Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Use brackets, dashes or commas to indicate parenthesis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. To persuade: Letters
<u>D</u>	How to carve a pumpkin	New friends	Seasons	Treasure Island	vincent van Gogn	Ghyll Head
		GPS: Use subordinating conjunctions to join clauses (when, if, that, because, although) Use co-ordinating conjunctions to join clauses (or, and, but) Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Use of noun phrases To use a variety of sentence types.				Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions. Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use commas in a list Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals

						Use brackets, dashes or commas to indicate parenthesis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
<u>Week</u> <u>7</u>	Instructions How to play hopscotch	<mark>To inform:</mark> Letter	Fairy tale narrative Red Riding Hood	Instructions <mark>Wonka recipe</mark>	Diary <mark>Treasure stimulus</mark>	To entertain: Poetry
		GPS: Use subordinating conjunctions to join clauses (when, if, that, because, although) Use co-ordinating conjunctions to join clauses (or, and, but) Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns To use a variety of sentence types. ,				GPS: How words are related by meaning using synonyms and antonyms The use of comma within stanzas.
<u>GPS</u>	Linked to instructions throughout Autumn 1		Linked to genres taught in Autumn 1	Linked to genres taught in Autumn 1	Linked to genres taught in Autumn 1	
	How the prefix un changes the meaning of verbs and adjectives. E.g untie the ribbon.		All sentences demarcated accurately (.,!?) Write compound and complex sentences with more than one clause, using a wider range of conjunctions (before, unless, so that)	All sentences demarcated accurately (.,!?) Use adjectives, adverbs and prepositions (including phrases)	All sentences demarcated accurately (.,!?) Use adjectives, adverbs and prepositions (including phrases)	
	How words can combine to make sentences. Joining words and clauses using and.		Use of coordinating and subordinating conjunctions (before, unless, so that)	Write compound and complex sentences with more than one clause, using a wider range of conjunctions (even if, where, since, in contrast to)	Use commas to clarify and to avoid ambiguity	

	Introduction to capital		Use headings and subheadings	Using standard English- verb	Use brackets, dashes or	
	letters and full stops.		to aid presentation. (Non-	inflections instead of local	commas to indicate	
			chron)	spoken forms (we were	parenthesis	
				instead of we was, I did		
			Introduction to paragraphs to	instead of I done).		
			organise information.	Noun phrases with the use	Relative clauses beginning	
				of modifying adjectives,	with who, which, where,	
				nouns and prepositional	when, whose, that or an	
				phrases. (e.g. the teacher	omitted relative pronoun.	
				expanded to the strict maths		
				teacher with curly hair).		
	Leave spaces between		Use commas in a list	Use paragraphs to organise	Devices to build cohesion	
	words.			ideas around a theme.	within a paragraph (e.g. then,	
					after that, this, firstly)	
			Use of imperative verbs	Use commas in a list	Write complex sentences	
			(instructions)		with more than one clause	
					using a wider range of	
					conjunctions (when, before,	
					after, while, so, because)	
			Use adjectives, adverbs and	Title and subheadings to	Use cohesive devices such as	
			prepositions (including	organise information.	coordinating and	
			phrases)		subordinating conjunctions	
					and adverbials	
			Using nouns and pronouns		Use of coordinating and	
			appropriately to avoid		subordinating conjunctions	
			repetition.			
					Use of modal verbs	
			Autumn 2 To enterta			
Week	Traditional tales	To inform:	Narrative Narrative	Narrative	Narrative	To discuss:
<u>1</u>	Character description	Non-chronological report	Myths and legends	Science fiction	Historical	Balanced argument
_	Little Red Riding Hood	Beach	King Arthur	Alien landing	Viking Boy	
		GPS: Use of question				GPS:
		marks/exclamation marks to				Linking ideas across
		demarcate sentences.				paragraphs using a wider
		Use of capital letters and full				range of cohesive devices:
		stops to demarcate				repetition of a word or
		sentences.				phrase, grammatical
		Use capital letters for proper				connections (e.g. the use of
		nouns				adverbials such as on the
		Commas to separate a list.				

		Use sentence types: statement/questions Identify and use noun phrases.				other hand, in contrast, as a consequence). Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text. Use brackets, dashes or commas to indicate parenthesis All sentences demarcated accurately
Week	Traditional tales	To inform:	Narrative	Narrative	Narrative	To discuss:
2	Character description Little Red Riding Hood -	Non-chronological report <mark>Beach</mark>	Myths and legends King Arthur	Science fiction Alien landing	Historical <mark>Viking Boy</mark>	Balanced argument
	Wolf	GPS: Use of question marks/exclamation marks to demarcate sentences. Use of capital letters and full stops to demarcate sentences. Use capital letters for proper nouns Commas to separate a list. Use sentence types: statement/questions Identify and use noun phrases.				Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, as a consequence). Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text. Use brackets, dashes or commas to indicate parenthesis All sentences demarcated accurately
<u>Week</u> <u>3</u>	Traditional tales Setting description	To entertain: Traditional tales.	Narrative Adventure	Narrative Fable	Narrative Mystery	To entertain: Narrative
3	Little Red Riding Hood	Character description Jack and the beanstalk	Stone Age Boy	The Tortoise and the Hare	Greek gods	Fantasy
		GPS: Formation of nouns				GPS:
		using suffixes such as -ness, - er.				Use semicolons, colons or dashes to mark boundaries
		Formation of adjectives using				between independent
		suffixes such as -ful, -less.				clauses

		(Examine page 56 in Y2				Use ellipsis
		spelling section for more				Use commas to clarify and to
		suffix examples).				avoid ambiguity
		Use of capital letters and full				Use brackets, dashes or
		stops to demarcate				commas to indicate
		sentences.				parenthesis
		Use capital letters for proper				Use adjectives, adverbs and
		nouns				prepositions (including
						phrases)
						Write complex sentences
						with more than one clause
						using a wider range of
						conjunctions (when, before,
						after, while, so, because)
						Express time and cause using
						conjunctions, fronted
						adverbials, adverbials and
						prepositions.
						Use of coordinating and
						subordinating conjunctions
						Use cohesive devices such as
						coordinating and
						subordinating conjunctions
						and adverbials
						Use and punctuate direct
						speech
						All sentences correctly
						demarcated (.,!?""'-;:)
						Use apostrophes for the
						contracted form and for
						possessive singular and plural
						Possessive apostrophe for
						words with regular and
						irregular plurals
						Use further prefixes (dis-, de-
						, mis-, over-, re-) and suffixes
						(-are, -ise, -ify) and
						understand how to add them
Week	Traditional tales	To entertain:	Narrative	Narrative	Narrative	To entertain:
4	Narrative	Traditional tales	Adventure	Fable	Mystery	Narrative
_	Little Red Riding Hood	Narrative	Stone Age Boy	The Tortoise and the Hare	Greek gods	Fantasy
		Jack and the beanstalk	,			
		Jack and the beanstalk				

GPS: Formation of nouns **GPS**: Use semicolons, colons or using suffixes such as -ness, dashes to mark boundaries er. Formation of adjectives using between independent suffixes such as -ful, -less. clauses Use ellipsis (Examine page 56 in Y2 spelling section for more Use commas to clarify and to avoid ambiguity suffix examples). Use of capital letters and full Use brackets, dashes or stops to demarcate commas to indicate sentences. parenthesis Jse capital letters for proper Use adjectives, adverbs and nouns prepositions (including Apostrophes to mark singular phrases) possession. E.g. Goldilock's Write complex sentences with more than one clause porridge. Use co-ordinating using a wider range of conjunctions (when, before, conjunctions to join clauses after, while, so, because) (or, and, but) Use subordinating Express time and cause using conjunctions, fronted conjunctions to join clauses adverbials, adverbials and (when, if, that, because, although) prepositions. Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Jse and punctuate direct speech All sentences correctly demarcated (.,!?""'-;:... Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Use further prefixes (dis-, demis-, over-, re-) and suffixes (-are, -ise, -ify) and understand how to add them

Week 5	Traditional tales Narrative <mark>Little Red Riding Hood</mark>	To entertain: Traditional tales Narrative Jack and the beanstalk	Newspaper report Stone Age Boy	Narrative Adventure <mark>Wizard of Oz</mark>	Narrative Fantasy <mark>Narnia?</mark>	To inform: Diary WW2 soldier
		GPS: Formation of nouns using suffixes such as -ness, - er. Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more suffix examples). Use of capital letters and full stops to demarcate sentences.				GPS: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some
		Use capital letters for proper nouns Apostrophes to mark singular possession. E.g. Goldilock's porridge. Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Use similes to add detail.				very formal writing and speech] Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before,
Week 6	Traditional tales Narrative Three Little Pigs	To entertain: Acrostic poems Christmas/winter GPS: Formation of nouns using suffixes such as -ness, - er. Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more	Newspaper report Stone Age Boy	Narrative Adventure Wizard of Oz	Narrative Fantasy Narnia?	after, while, so, because) To inform: Diary WW2 soldier GPS: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question
		suffix examples). Use of capital letters and full stops to demarcate sentences.				tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some

		Use capital letters for proper nouns Use similes to add detail.				very formal writing and speech] Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)
Week 7	Everybody writes week	Everybody writes week	Everybody writes week	Everybody writes week	Everybody writes week	Everybody writes week
GPS	Continue to teach objectives from Autumn 1 to ensure they are embedded. Linked to traditional tales in Autumn 2.		Continue to teach objectives from Autumn 1 to ensure they are embedded. Linked to narratives in Autumn 2	Continue to teach objectives from Autumn 1 to ensure they are embedded. Linked to narratives in Autumn 2	Continue to teach objectives from Autumn 1 to ensure they are embedded. Linked to narratives in Autumn 2	
	To understand and use adjectives, nouns and verbs.		Introduction to inverted commas to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, "sit down!")	Use and punctuate direct speech	
	Capital letters for names.		Use of present perfect form of verbs instead of simple past- He has gone out to play contrasted with He went out to play.	Apostrophes to mark plural possession (e.g. the girl's name, the girls' names).	Use apostrophes for the contracted form and for possessive singular and plural	
	Regular plural noun suffixes- s or -es (for example dog, dogs, wish, wishes)		Express time and cause using conjunctions, fronted adverbials (followed by comma), adverbials and prepositions. Use adjectives, adverbs and prepositions (including phrases)	Use of fronted adverbials (e.g. Later that day, I heard the bad news). Use of commas after fronted adverbials.	Possessive apostrophe for words with regular and irregular plurals Converting nouns and adjectives into verbs using suffixes (e.g. ate; ise; ify)	

			Use the forms or a or an according to whether the next word begins with a consonant or a vowel. E.g. a rock, an open box. Use further prefixes and suffixes and understand how to add them (super-, anti-, auto-)	Use nouns, adjectives, adverbs and prepositions (including phrases) Understand grammatical terminology including determiners	Use further prefixes (dis-, de-, mis-, over-, re-) and suffixes (- are, -ise, -ify) and understand how to add them Linking ideas across paragraphs using adverbials of time (e.g. Later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. He had seen her before).	
			Spring 1 Year 1- To inform and	<mark>d entertain</mark>		
			KS2- To persu	<u>lade</u>		
Week 1	Recount <mark>Christmas holidays</mark>	To inform: Instructions	Letters	Advert	Speech Global warming – Greta Thunberg	<mark>To persuade:</mark> Speech
		Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use commas in a list Vocabulary and language choice reflects an awareness of the reader				Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials

Week 2	Recount <mark>Chritmas holidays</mark>	To entertain: Write stories in places children have been in. Setting description.	Letters	Advert	Speech Global warming – Greta Thunberg	To persuade: Speech
		GPS: Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because,				GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as
		although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative				coordinating and subordinating conjunctions and adverbials Tense Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.
Week 3	Instructions How to make a magical potion	To entertain: Write stories in places children have been in. GPS: Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns	Letters	Speech Why the whales came	Letters To Head teacher	To entertain: Narrative Mystery GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity

		Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative				Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials To punctuate direct speech To use ellipsis Use adjectives, adverbs and prepositions (including phrases) Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.
Week 4	Instructions How to make a magical potion	To entertain: Write stories in places children have been in.	Letters	Speech Why the whales came	Letters To Head teacher	To entertain: Mystery
		GPS: Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although)				Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and

		Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative				subordinating conjunctions and adverbials To punctuate direct speech To use ellipsis Use adjectives, adverbs and prepositions (including phrases) Tense
<u>Week</u> <u>5</u>	Recount We're going on a bear hunt	<mark>To inform:</mark> Diary	Advert	Speech <mark>Global issue</mark>	Letters Join the Olympics	To inform: Biography
<u>5</u>		GPS: Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use apostrophes for possession (singular) Use apostrophes for omission in contractions				GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use cohesive devices for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and
Mode	Recount	To inform:	Advort	Speech	Lottors	irregular plurals
Week 6	We're going on a bear hunt	Explanation text	Advert	Speech <mark>Global issue</mark>	Letters Join the Olympics	To inform: Biography
		GPS:				GPS:

		Vocabulary and language				Uso somicolons, colons or
		Vocabulary and language choice reflects an awareness				Use semicolons, colons or
						dashes to mark boundaries
		of the reader				between independent
		Use verb tense consistently				clauses
		Use capital letter for proper				Use a colon to introduce a
		nouns nouns				list
		Write sentences with more				Use commas to clarify and to
		than one clause				avoid ambiguity
		Use co-ordinating				Use brackets, dashes or
		conjunctions to join clauses				commas to indicate
		(or, and, but)				parenthesis
		Use subordinating				Write complex sentences
		conjunctions to join clauses				with more than one clause
		(when, if, that, because,				using a wider range of
		although)				conjunctions (when, before,
		Use commas in a list				after, while, so, because)
		222 22				Use cohesive devices such as
						coordinating and
						subordinating conjunctions
						and adverbials
						Use cohesive devices such as
						coordinating and
						subordinating conjunctions
						and adverbials
						Use apostrophes for the
						contracted form and for
						possessive singular and plural
						Possessive apostrophe for
						words with regular and
						irregular plurals
<u>GPS</u>	Continue to teach		Continue to teach objectives	Continue to teach objectives	Continue to teach objectives	
	objectives from Autumn to		from Autumn to ensure they	from Autumn to ensure they	from Autumn to ensure they	
	ensure they are embedded.		are embedded.	are embedded.	are embedded.	
	Linked to recounts Spring 1		Linked to objectives in Spring 1	Linked to objectives in Spring	Linked to objectives in Spring	
				1	1	
	Capital letters for the		Express time and cause using	Use of coordinating and	Use commas to clarify and to	
	personal pronoun 'I'		conjunctions, fronted	subordinating conjunctions	avoid ambiguity	
	1 · · · · p · · · · · · · · ·		adverbials, adverbials and			
			prepositions.	Use cohesive devices within		
			ртерозната.	sentences such as		
				coordinating and		
				subordinating conjunctions		
				and adverbials		
				and adverbiais		

	capital letter for the		Use the forms or a or an	Use paragraphs to organise	Use brackets, dashes or	
	es of people, places, lays of the week		according to whether the next word begins with a consonant or a vowel. E.g. a rock, an open box.	ideas around a theme.	commas to indicate parenthesis	
we	e question marks as ell as full stops to arcate sentences.		Possessive apostrophe for words with regular and irregular plurals.	Use commas in a list	Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)	
to ver is need root v	es that can be added by where no change ded in the spelling of words (e.g. helping, ped, helper). Over SPRING		Use cohesive devices such as coordinating and subordinating conjunctions and adverbials.	Use further prefixes and suffixes and understand how to add them (super-, anti-, auto-)	Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.	
			Use further prefixes and suffixes and understand how to add them (super-, anti-, auto-) Use headings and subheadings to aid presentation. (Advert)	Understand grammatical terminology including determiners	Use of coordinating and subordinating conjunctions	
			Use commas in a list	Title and subheadings to organise information.	Use apostrophes for the contracted form and for possessive singular and plural	
			Spring 2 Year 1- To ente	<mark>ertain</mark>		
			LKS2- To info UKS2- To disc			
<u>x</u> Youn	ng Writers – writing competition Story writing	Young Writers – writing competition Story writing	Young Writers – writing competition Story writing	Young Writers – writing competition Story writing	Young Writers – writing competition Story writing	Young Writers – wri competition Story writing

Week	Adventure	To inform:	Biographies	Non-chronological report	Balanced argument	To discuss:
<u>2</u>	Description	Letters	Ancient Egyptians	Mythical creature		Balanced argument
		GPS:				GPS:
		Vocabulary and language				Use semicolons, colons or
		choice reflects an awareness				dashes to mark boundaries
		of the reader				between independent
		Use capital letter for proper				clauses
		nouns				Use a colon to introduce a
		Write sentences with more				list
		than one clause				Use commas to clarify and to
		Use co-ordinating				avoid ambiguity
		conjunctions to join clauses				Use brackets, dashes or
		(or, and, but)				commas to indicate
		Use subordinating				parenthesis
		conjunctions to join clauses				Write complex sentences
		(when, if, that, because,				with more than one clause
		although)				using a wider range of
		Use commas in a list				conjunctions (when, before,
		Use apostrophes for				after, while, so, because)
		possession (singular)				Use of coordinating and
		Use apostrophes for omission				subordinating conjunctions
		in contractions				Use cohesive devices such as
		Experiments with tense for				coordinating and
		effect				subordinating conjunctions and adverbials
						All sentences correctly
						demarcated (.,!?""'-;:)
						Use of conjunctions
<u>Week</u>	Adventure	To inform:	Biographies	Non-chronological report	Balanced argument	To discuss:
<u>3</u>	Description	Letters	Ancient Egyptians	Mythical creature		Balanced argument
		GPS:				GPS:
		Vocabulary and language				Use semicolons, colons or
		choice reflects an awareness				dashes to mark boundaries
		of the reader				between independent
		Use capital letter for proper				clauses
		nouns				Use a colon to introduce a
		Write sentences with more				list
		than one clause_				Use commas to clarify and to
		Use co-ordinating				avoid ambiguity
		conjunctions to join clauses				Use brackets, dashes or
		(or, and, but)				commas to indicate
		Use subordinating				parenthesis
		conjunctions to join clauses				

		(when, if, that, because, although) Use commas in a list Use apostrophes for possession (singular) Use apostrophes for omission in contractions Experiments with tense for effect				Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials All sentences correctly demarcated (.,!?""'-;:) Use of conjunctions
Week	Adventure	To entertain:	Non-chronological report	Letters	Balanced argument	To entertain:
4	Narrative	Fantasy narrative	Ancient Egypt			Narrative Adventure
	Adventure	Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative	Non-chronological report	Letters	Balanced argument	Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials To punctuate direct speech Use adjectives, adverbs and prepositions (including phrases) Tense To entertain:
	Adventure	ro entertain:	ivon-chronological report	Letters	Baianced argument	ro entertain:

Week	Narrative	Fantasy narrative	Ancient Egypt			Narrative
<u>week</u> <u>5</u>	Narrative	GPS: Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative	Ancient Egypt			Narrative Adventure GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials To punctuate direct speech Use adjectives, adverbs and prepositions (including phrases)
Week 6	Everybody writes week	Everybody writes week	Everybody writes week	Everybody writes week	Everybody writes week	Tense Everybody writes week
GPS	Continue to teach objectives from Autumn and Spring 1 to ensure they are embedded. Linked to narrative objectives in Spring 2		Continue to teach objectives from Autumn and Spring 1 to ensure they are embedded.	Continue to teach objectives from Autumn and Spring 1 to ensure they are embedded.	Continue to teach objectives from Autumn and Spring 1 to ensure they are embedded.	
	Similes to add detail in a list.		Use headings and subheadings to aid presentation. (Non-chron and biography)	Linked to objectives in Spring 2	Linked to objectives in Spring 2	

			Use cohesive devices such as coordinating and subordinating	Write complex sentences with more than one clause	Write complex sentences with more than one clause	
			conjunctions and adverbials	using a wider range of conjunctions (when, before,	using a wider range of conjunctions (when, before,	
				after, while, so, because)	after, while, so, because)	
				Use cohesive devices such as	Use commas to clarify and to	
				coordinating and	avoid ambiguity	
				subordinating conjunctions and adverbials		
			Use of coordinating and	Use headings and	Use brackets, dashes or	
			subordinating conjunctions	subheadings to aid	commas to indicate	
			(before, unless, so that) Write complex sentences with	presentation. (Non-chron) Use apostrophes for the	parenthesis Use of conjunctions.	
			more than one clause using a	contracted form and for	ose or conjunctions.	
			wider range of conjunctions	possessive singular and		
			(when, before, after, while, so,	plural		
			because)			
			<u>Summer</u>			
			Year 1- To inf			
			<u>LKS2- To pers</u> <u>UKS2- To inf</u>	errolleria de la companya de la comp		
Week	Postcard	To inform:	Holiday leaflet	Advert	Newspaper article	To inform:
1		A missing poster GPS:				Non-chronological report GPS:
		Use suffixes in their writing (-				Use semicolons, colons or
		ful, -ment, -ness, -less, -ly)				dashes to mark boundaries
		Use prefixes in their writing				between independent
		(pre-, dis-, un-)				clauses Use a colon to introduce a
		All sentences correctly demarcated (.,!?)				list
		Use verb tense consistently				Use commas to clarify and to
		Use capital letter for proper				avoid ambiguity
		nouns Write sentences with more				Use brackets, dashes or commas to indicate
		than one clause				parenthesis
		Use co-ordinating				Write complex sentences
		conjunctions to join clauses				with more than one clause
		(or, and, but)				using a wider range of

		Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Using a variety of sentence types (commands, statements, questions)				conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text.
Week 2	Postcard	To inform: A missing poster	Holiday leaflet	Advert	Newspaper article	To inform: Non-chronological report
		Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases				Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials

		Vocabulary and language choice reflects an awareness of the reader Using a variety of sentence types (commands, statements, questions)				Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text.
Week 3	Postcard	To entertain: Adventure narrative Character description GPS: Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing	Letters	Speech	Non-chronological report	GPS: Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use commas in a list Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Use brackets, dashes or commas to indicate parenthesis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the

						greenhouse was broken (by me)]. Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis To persuade: Letters
Week 4	Letters	GPS: Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative	Letters	Speech	Non-chronological report	Use of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials Use commas in a list Use apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals Use brackets, dashes or commas to indicate parenthesis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

						Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis
<u>Week</u>	Letters	To entertain:	Speech	Letters	Diary	To entertain:
5	2000.0	Adventure narrative	opeos	2011010	2.3.7	Narrative Fantasy
		Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Identify and use noun phrases				GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and

		Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative				subordinating conjunctions and adverbials To punctuate direct speech Use adjectives, adverbs and prepositions (including phrases) Tense
Week 6	Letters	To inform: A diary	Speech	Letters	Diary	To entertain: Narrative
		Use suffixes in their writing (ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use apostrophes for possession (singular) Use apostrophes for omission in contractions				GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because) Use cohesive devices such as coordinating and subordinating conjunctions and adverbials To punctuate direct speech Use adjectives, adverbs and prepositions (including phrases) Tense
<u>GPS</u>	Continue to teach objectives from Autumn and Spring to ensure they are embedded. Objectives linked to letters and postcards		Continue to teach objectives from Autumn and Spring to ensure they are embedded Objectives linked to Summer 1.	Continue to teach objectives from Autumn and Spring to ensure they are embedded Objectives linked to Summer 1.	Continue to teach objectives from Autumn and Spring to ensure they are embedded Objectives linked to Summer 1.	TETISE

To use exclamation marks	 Commas in a list	Commac in a list	Usa brackets dashes or	
	Commas in a list	Commas in a list	Use brackets, dashes or	
to demarcate sentences.			commas to indicate	
			parenthesis	
	Use headings and subheadings	Use headings and	Use commas to clarify and to	
	to aid presentation. (Holiday	subheadings to aid	avoid ambiguity	
	advert)	presentation. (advert)		
	Write complex sentences with	Use of coordinating and	Use of coordinating and	
	more than one clause using a	subordinating conjunctions	subordinating conjunctions	
	wider range of conjunctions	Use cohesive devices within		
	(when, before, after, while, so,	sentences such as	Use and punctuate direct	
	because)	coordinating and	speech	
		subordinating conjunctions		
		and adverbials		
	 Express time and cause using	Express time and cause using	Devices to build cohesion	
	conjunctions, fronted	conjunctions, fronted	within a paragraph (e.g. then,	
	adverbials, adverbials and	adverbials, adverbials and	after that, this, firstly)	
	prepositions.	prepositions.		
	Summer 2	<u>2-</u>		
	Year 1- To ent			
	VC2 T			

Summer 2-
<mark>Year 1- To entertain</mark>
KS2- To entertain

Mook	Pootry	To inform:	Pootny		Narrative	To inform:
Week	Poetry		Poetry	Poetry		
<u>1</u>		A non-chronological report			Adventure	Newspaper report
		GPS:				GPS: GPS:
		Use suffixes in their writing (-				Use semicolons, colons or
		ful, -ment, -ness, -less, -ly)				dashes to mark boundaries
		Use prefixes in their writing				between independent
		(pre-, dis-, un-)				clauses
		All sentences correctly				Use a colon to introduce a
		demarcated (.,!?)				list
		Use present and past tense				Use commas to clarify and to
		correctly and consistently.				avoid ambiguity
		Use capital letter for proper				Use brackets, dashes or
		nouns nouns				commas to indicate
		Write sentences with more				parenthesis
		than one clause				Punctuate direct speech
		Use co-ordinating				Use of the passive to affect
		conjunctions to join clauses				the presentation of
		(or, and, but)				information in a sentence
		Use subordinating				[for example, I broke the
		conjunctions to join clauses				window in the greenhouse
		(when, if, that, because,				versus The window in the
		although)				greenhouse was broken (by
						me)].

		Using a variety of sentence types (commands, statements, questions) Use apostrophes for omission in contractions Identify and use noun phrases Use commas in a list Vocabulary and language choice reflects an awareness of the reader				
Week 2	Poetry	To inform: A non-chronological report GPS: Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing	Poetry	Poetry	Narrative Adventure	To inform: Newspaper report GPS: GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Punctuate direct speech Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

Week 3	Fantasy Description	To entertain: List poem	Playscripts	Narrative Fairy tale	Playscripts	To persuade: Advert (linked to play)
		GPS: Using commas in a list Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing				GPS: GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Use commas to clarify and to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Punctuate direct speech Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
<u>Week</u> <u>4</u>	Fantasy Description	To entertain: Shape poem	Playscripts	Narrative fairy tale	Playscripts	To persuade: Advert (linked to play)
_	·	Using commas in a list Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-)		•		GPS: GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list

		All sentences correctly demarcated (.,!?) Use present and past tense correctly and consistently. Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use subordinating conjunctions to join clauses (when, if, that, because, although) Using a variety of sentence types (commands, statements, questions) Use apostrophes for omission in contractions Identify and use noun phrases Use commas in a list Vocabulary and language choice reflects an awareness of the reader Using similes			Use commas to clarify and to avoid ambiguity Use adjectives, adverbs and prepositions (including phrases) Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)
Week 5	Fantasy Narrative	To entertain: Shape poem	Narrative Fantasy	Poetry	To entertain: Poetry
		Using commas in a list Use suffixes in their writing (- ful, -ment, -ness, -less, -ly) Use prefixes in their writing			Use of commas in stanza Use adjectives, adverbs and prepositions (including phrases)

		Use co-ordinating conjunctions to join clauses				
Week	Fantasy	To inform:	Narrative		Poetry	To entertain:
6	Narrative	Instructions	Fantasy			Playscripts
		Use verb tense consistently Use capital letter for proper nouns Write sentences with more than one clause Use co-ordinating conjunctions to join clauses (or, and, but) Use prefixes in their writing (pre-, dis-, un-) All sentences correctly demarcated (.,!?) Use commas in a list Vocabulary and language choice reflects an awareness of the reader				Colons
<u>Week</u> <u>7</u>	Everybody writes week (small)	Everybody writes week (small)	Everybody writes week (small)	Everybody writes week (small)	Everybody writes week (small)	Everybody writes week (small)

<u>GPS</u>	Continue to teach objectives from Autumn/Spring and Summer to ensure they are embedded.	Continue to teach objectives from Autumn/Spring and Summer to ensure they are embedded.	Continue to teach objectives from Autumn/Spring and Summer to ensure they are embedded.	Continue to teach objectives from Autumn/Spring and Summer to ensure they are embedded.	
	Use a list sentence (Year 2 prep for comma)	Possessive apostrophe for words with regular and irregular plurals	Use of inverted commas and other punctuation to indicate direct speech (e.g. a	Use of colon in playscripts.	
		Use and punctuate direct speech	comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, "sit	Use and punctuate direct speech	
			down!")		

Key: Objectives in red links to previous content covered in previous year groups.