

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.

<u>Term</u>	<u>Year 1</u> <u>Blocked</u>	<u>Year 2</u> <u>Spiralled</u>	<u>Year 3</u> <u>Blocked</u>	<u>Year 4</u> <u>Blocked</u>	<u>Year 5</u> <u>Blocked</u>	<u>Year 6</u> <u>Spiralled</u>
<u>Autumn 1</u> <u>To inform</u>						
<u>Week</u> <u>1</u>	Instructions Hygiene How to make a jam sandwich	To entertain: Fairy tale character description Goldilocks and the three bears Goldilocks	Instructions How to be the perfect pupil	Biographies Marcus Rashford	Non-chronological report Dragons	To entertain: Narrative Adventure Birthday morning
		GPS: 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				GPS: 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) 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 Marcus Rashford	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 Roald Dahl	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)

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

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

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

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

		<p>Use sentence types: statement/questions Identify and use noun phrases.</p>				<p>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</p>
<p>Week 2</p>	<p>Traditional tales Character description Little Red Riding Hood - Wolf</p>	<p>To inform: Non-chronological report Beach</p>	<p>Narrative Myths and legends King Arthur</p>	<p>Narrative Science fiction Alien landing</p>	<p>Narrative Historical Viking Boy</p>	<p>To discuss: Balanced argument</p>
		<p>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.</p>				<p>GPS: 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</p>
<p>Week 3</p>	<p>Traditional tales Setting description Little Red Riding Hood</p>	<p>To entertain: Traditional tales. Character description Jack and the beanstalk</p>	<p>Narrative Adventure Stone Age Boy</p>	<p>Narrative Fable The Tortoise and the Hare</p>	<p>Narrative Mystery Greek gods</p>	<p>To entertain: Narrative Fantasy</p>
		<p>GPS: Formation of nouns using suffixes such as -ness, - er. Formation of adjectives using suffixes such as -ful, -less.</p>				<p>GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses</p>

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

		<p>GPS: Formation of nouns using suffixes such as -ness, -er.</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>(Examine page 56 in Y2 spelling section for more suffix examples).</p> <p>Use of capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns</p> <p>Apostrophes to mark singular possession. E.g. Goldilock's porridge.</p> <p>Use co-ordinating conjunctions to join clauses (or, and, but)</p> <p>Use subordinating conjunctions to join clauses (when, if, that, because, although)</p>				<p>GPS:</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use ellipsis</p> <p>Use commas to clarify and to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use adjectives, adverbs and prepositions (including phrases)</p> <p>Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)</p> <p>Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.</p> <p>Use of coordinating and subordinating conjunctions</p> <p>Use cohesive devices such as coordinating and subordinating conjunctions and adverbials</p> <p>Use and punctuate direct speech</p> <p>All sentences correctly demarcated (.,!?"'";:....)</p> <p>Use apostrophes for the contracted form and for possessive singular and plural</p> <p>Possessive apostrophe for words with regular and irregular plurals</p> <p>Use further prefixes (dis-, de-, mis-, over-, re-) and suffixes (-are, -ise, -ify) and understand how to add them</p>
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Week 5	Traditional tales Narrative Little Red Riding Hood	To entertain: Traditional tales Narrative Jack and the beanstalk	Newspaper report Stone Age Boy	Narrative Adventure Wizard of Oz	Narrative Fantasy Narnia?	To inform: Diary WW2 soldier
		<p>GPS: Formation of nouns using suffixes such as -ness, -er.</p> <p>Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more suffix examples).</p> <p>Use of capital letters and full stops to demarcate sentences.</p> <p>Use capital letters for proper nouns</p> <p>Apostrophes to mark singular possession. E.g. Goldilock's porridge.</p> <p>Use co-ordinating conjunctions to join clauses (or, and, but)</p> <p>Use subordinating conjunctions to join clauses (when, if, that, because, although)</p> <p>Use similes to add detail.</p>				<p>GPS:</p> <p>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 very formal writing and speech]</p> <p>Use commas to clarify and to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use adjectives, adverbs and prepositions (including phrases)</p> <p>Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)</p>
Week 6	Traditional tales Narrative Three Little Pigs	To entertain: Acrostic poems Christmas/winter	Newspaper report Stone Age Boy	Narrative Adventure Wizard of Oz	Narrative Fantasy Narnia?	To inform: Diary WW2 soldier
		<p>GPS: Formation of nouns using suffixes such as -ness, -er.</p> <p>Formation of adjectives using suffixes such as -ful, -less. (Examine page 56 in Y2 spelling section for more suffix examples).</p> <p>Use of capital letters and full stops to demarcate sentences.</p>				<p>GPS:</p> <p>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</p>

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

			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 nouns, adjectives, adverbs and prepositions (including phrases)	Use further prefixes (dis-, de-, mis-, over-, re-) and suffixes (-are, -ise, -ify) and understand how to add them	
			Use further prefixes and suffixes and understand how to add them (super-, anti-, auto-)	Understand grammatical terminology including determiners	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 entertain KS2- To persuade						
Week 1	Recount Christmas holidays	To inform: Instructions	Letters	Advert	Speech Global warming – Greta Thunberg	To persuade: Speech
		GPS: 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				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

Week 2	Recount Christmas holidays	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, although) Identify and use noun phrases Vocabulary and language choice reflects an awareness of the reader Use similes to add detail in a narrative				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 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.	Letters	Speech Why the whales came	Letters To Head teacher	To entertain: Narrative 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				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

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

		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
Week 5	Recount We're going on a bear hunt	To inform: Diary	Advert	Speech Global issue	Letters Join the Olympics	To inform: Biography
		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 apostrophes for the contracted form and for possessive singular and plural Possessive apostrophe for words with regular and irregular plurals
Week 6	Recount We're going on a bear hunt	To inform: Explanation text	Advert	Speech Global issue	Letters Join the Olympics	To inform: Biography
		GPS:				GPS:

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

<u>Week</u> <u>2</u>	Adventure Description	To inform: Letters	Biographies Ancient Egyptians	Non-chronological report Mythical creature	Balanced argument	To discuss: Balanced argument
		GPS: Vocabulary and language choice reflects an awareness of the reader 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 commas in a list Use apostrophes for possession (singular) Use apostrophes for omission in contractions Experiments with tense for effect				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 of coordinating and subordinating conjunctions Use cohesive devices such as coordinating and subordinating conjunctions and adverbials All sentences correctly demarcated (.,!?"'""-;:....) Use of conjunctions
<u>Week</u> <u>3</u>	Adventure Description	To inform: Letters	Biographies Ancient Egyptians	Non-chronological report Mythical creature	Balanced argument	To discuss: Balanced argument
		GPS: Vocabulary and language choice reflects an awareness of the reader 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				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

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

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

			Use cohesive devices such as coordinating and subordinating conjunctions and adverbials	Write complex sentences with more than one clause using a wider range of conjunctions (when, before, after, while, so, because)	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 commas to clarify and to avoid ambiguity	
			Use of coordinating and subordinating conjunctions (before, unless, so that)	Use headings and subheadings to aid presentation. (Non-chron)	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 apostrophes for the contracted form and for possessive singular and plural	Use of conjunctions.	

<p>Summer 1</p> <p>Year 1- To inform</p> <p>LKS2- To persuade</p> <p>UKS2- To inform</p>
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Week	Postcard	To inform: A missing poster	Holiday leaflet	Advert	Newspaper article	To inform: Non-chronological report
1		<p>GPS:</p> <p>Use suffixes in their writing (-ful, -ment, -ness, -less, -ly)</p> <p>Use prefixes in their writing (pre-, dis-, un-)</p> <p>All sentences correctly demarcated (.,!?)</p> <p>Use verb tense consistently</p> <p>Use capital letter for proper nouns</p> <p>Write sentences with more than one clause</p> <p>Use co-ordinating conjunctions to join clauses (or, and, but)</p>				<p>GPS:</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Use commas to clarify and to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Write complex sentences with more than one clause using a wider range of</p>

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

		<p>Vocabulary and language choice reflects an awareness of the reader</p> <p>Using a variety of sentence types (commands, statements, questions)</p>				<p>Use cohesive devices such as coordinating and subordinating conjunctions and adverbials</p> <p>Use apostrophes for the contracted form and for possessive singular and plural</p> <p>Possessive apostrophe for words with regular and irregular plurals</p> <p>Layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text.</p>
<p>Week 3</p>	<p>Postcard</p>	<p>To entertain:</p> <p>Adventure narrative</p> <p>Character description</p>	<p>Letters</p>	<p>Speech</p>	<p>Non-chronological report</p>	<p>To persuade:</p> <p>Letters</p>
		<p>GPS:</p> <p>Use suffixes in their writing (-ful, -ment, -ness, -less, -ly)</p> <p>Use prefixes in their writing (pre-, dis-, un-)</p> <p>All sentences correctly demarcated (.,!?)</p> <p>Use verb tense consistently</p> <p>Use capital letter for proper nouns</p> <p>Write sentences with more than one clause</p> <p>Use co-ordinating conjunctions to join clauses (or, and, but)</p> <p>Use subordinating conjunctions to join clauses (when, if, that, because, although)</p> <p>Identify and use noun phrases</p> <p>Vocabulary and language choice reflects an awareness of the reader</p> <p>Use similes to add detail in a narrative</p>				<p>GPS:</p> <p>Use of coordinating and subordinating conjunctions</p> <p>Use cohesive devices such as coordinating and subordinating conjunctions and adverbials</p> <p>Use commas in a list</p> <p>Use apostrophes for the contracted form and for possessive singular and plural</p> <p>Possessive apostrophe for words with regular and irregular plurals</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>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</p>

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

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

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

	To use exclamation marks to demarcate sentences.		Commas in a list	Commas in a list	Use brackets, dashes or commas to indicate parenthesis	
			Use headings and subheadings to aid presentation. (Holiday advert)	Use headings and subheadings to aid presentation. (advert)	Use commas to clarify and to avoid ambiguity	
			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 within sentences such as coordinating and subordinating conjunctions and adverbials	Use of coordinating and subordinating conjunctions Use and punctuate direct speech	
			Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.	Express time and cause using conjunctions, fronted adverbials, adverbials and prepositions.	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	

Summer 2-
Year 1- To entertain
KS2- To entertain

<u>Week</u> <u>1</u>	Poetry	<u>To inform:</u> A non-chronological report	Poetry	Poetry	Narrative Adventure	<u>To inform:</u> Newspaper report
		<u>GPS:</u> Use suffixes in their writing (-ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) 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)				<u>GPS: GPS:</u> 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)].

		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	Poetry	Poetry	Narrative Adventure	To inform: Newspaper report
		GPS: Use suffixes in their writing (-ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) 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				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 <u>3</u>	Fantasy Description	To entertain: List poem GPS: Using commas in a list Use suffixes in their writing (-ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-) 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	Playscripts	Narrative Fairy tale	Playscripts	To persuade: Advert (linked to play) 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 <u>4</u>	Fantasy Description	To entertain: Shape poem GPS: Using commas in a list Use suffixes in their writing (-ful, -ment, -ness, -less, -ly) Use prefixes in their writing (pre-, dis-, un-)	Playscripts	Narrative fairy tale	Playscripts	To persuade: Advert (linked to play) GPS: GPS: Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list

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

[illegible]

GPS	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 comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, “sit down!”)	Use of colon in playscripts.	
			Use and punctuate direct speech	Use and punctuate direct speech		

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