

Be Brave, Be  
Curious, Be Kind

## Subject Leader Summary - Writing



Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
EYFS	<b><u>Story Book Approach using T4W</u></b>					
KS1	<p><b><u>Autumn</u></b> Writing Genres - Autobiographies Non-chronological reports Riddles</p>	<p><b><u>Spring</u></b> Writing Genres – Information posters Directions Narratives</p>	<p><b><u>Summer</u></b> Writing Genres – List poems Diaries Letters</p>	<p><b><u>Autumn</u></b> Writing Genres – Biographies Newspaper reports Posters Speeches</p>	<p><b><u>Spring</u></b> Writing Genres – Descriptions Adventure narratives Non-chronological reports Persuasive writing</p>	<p><b><u>Summer</u></b> Writing Genres – Information leaflets Kennings poems Comic strips</p>
LKS2	<p><b><u>Autumn</u></b> Writing Genres – Narratives Instructions Cinquains Chronological reports</p>	<p><b><u>Spring</u></b> Writing Genres – Non-chronological reports Shape poems Newspaper reports Diaries</p>	<p><b><u>Summer</u></b> Writing Genres – Biographies Letters Myths Poems</p>	<p><b><u>Autumn</u></b> Writing Genres – Anglo-saxon poems Playscripts Norse myths Non-chronological reports</p>	<p><b><u>Spring</u></b> Writing Genres – Diaries Leaflets Explanations Narrative poems</p>	<p><b><u>Summer</u></b> Writing Genres – Free Verse Poems Instructions Stories from other cultures</p>
UKS2	<p><b><u>Autumn</u></b> Writing Genres – Narrative poems Biographies Stories from other cultures</p>	<p><b><u>Spring</u></b> Writing Genres – Non-chronological reports Diaries Leaflets Suspense narratives</p>	<p><b><u>Summer</u></b> Writing Genres – Greek myths Balanced arguments Playscripts Odes</p>	<p><b><u>Autumn</u></b> Writing Genres – Newspaper reports Persuasive letters Non-chronological reports Acrostic reports</p>	<p><b><u>Spring</u></b> Writing Genres – Non-chronological reports Haikus Newspaper reports Adventure narratives</p>	<p><b><u>Summer</u></b> Writing Genres – Persuasive posters Historical narratives Sonnets</p>

**Autumn**

**Spring**

**Summer**

EYFS	<p><b><u>Text Structure</u></b>          Introduce -          A story map/mountain to the children and let them orally tell you what would be on the story map/mountain          Read whole class stories and encourage the children to orally retell the parts of the story          Introduce the language to a 5-part story: Once upon a time, First/Next/Then, But, So, Finally...happily ever after. Children to orally use the language</p> <p>Introduce the words 'Non-Fiction'-          Children begin to write:          Names, Labels/Diagrams, Captions, Lists</p>	<p><b><u>Text Structure</u></b>          Children begin to write:          Messages          simple factual sentences based around a theme or event e.g. News writing</p> <p>Children begin to write          What would be on the story map/mountain</p>	<p><b><u>Text Structure</u></b>          Children begin to write:          Factual writing closely linked to a class story.          Children begin to write 5 sentence stories.</p>
KS1	<p><b><u>Text Structure Year 1</u></b>          Consolidate: Reception list</p> <p>Introduce: Use a story map and mountain for planning.</p> <p>Understanding: 5 parts to a story          Opening: Once upon a time...          Build up: One day...          Problem/Dilemma: Suddenly,...Unfortunately,...          Resolution: Fortunately          Ending: Finally,...</p>	<p><b><u>Text Structure Year 1</u></b>          Plan openings around character (s), setting, time of day and type of weather.          Non-Fiction          Heading          Introduction Opening factual statement          Middle section (s) Simple factual sentences around a theme.          Bullet points for instructions.          Labelled diagrams          Ending Concluding sentence</p>	<p><b><u>Text Structure Year 1</u></b>          Consolidate: Story structure/Non-fiction structure</p>
	<p><b><u>Text Structure Year 2</u></b>          Consolidate Year 1 list          Introduce:          Fiction          Secure use of planning tools: Story map/ story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)          Plan opening around character(s), setting, time of day and type of weather          Understanding 5 parts to a story with more complex vocabulary</p>	<p><b><u>Text Structure Year 2</u></b>          Introduce: Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Non-Fiction –          Introduce: Middle section(s)</p>	<p><b><u>Text Structure Year 2</u></b>          Introduce: Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>

	<p>Opening e.g. In a land far away....          One cold but bright morning.....          Build-up e.g. Later that day          Problem / Dilemma e.g. To his amazement          Resolution e.g. As soon as          Ending e.g. Luckily, Fortunately,          Non-Fiction          Introduce:          Secure use of planning tools: Text map /          washing line / 'Boxing –up' grid          Introduction:          Heading          Hook to engage reader/factual          statement/definition/opening question</p>	<p>Group related ideas/facts into sections Sub          headings to introduce sentences /sections          Use of lists – what is needed/lists of steps to be          taken          Bullet points for facts          Diagrams          Ending: Make final comment to reader          Extra tips! / Did-you-know? facts / True or false?</p>	
LKS2	<p><b><u>Text Structure Year 3</u></b>          Consolidate Year 2 list          Introduce:          Plan opening around character(s), setting, time          of day and type of weather          Paragraphs to organise ideas into each          story part.</p> <p>Non-Fiction          Introduce:          Secure use of planning tools:          e.g. Text map, washing line, 'Boxing –up' grid,          story grids          Paragraphs to organise ideas around a theme</p>	<p><b><u>Text Structure Year 3</u></b>          Introduce:          Extended vocabulary to introduce 5 story          parts:          Introduction – should include detailed          description of setting or characters          Build-up – build in some suspense towards          the problem or dilemma          Problem/Dilemma – include detail of          actions/dialogue          Resolution - should link with the problem          Ending – clear ending should link back to          the start, show how the character is          feeling, how the character or situation has          changed from the beginning.</p> <p>Non-Fiction:          Introduction - Develop hook to introduce and          tempt reader in e.g. Who....? What....? Where....?          Why....? When....? How....?          Middle Section(s)          Group related ideas/facts into paragraphs Sub          headings to introduce paragraphs          Topic sentences to introduce paragraphs</p>	<p><b><u>Text Structure Year 3</u></b>          Introduce:          Use of the perfect form of verbs to mark          relationships of time and cause e.g. I have written          it down so I can check what it said.</p> <p>Use of present perfect instead of simple past. He          has left his hat behind, as opposed to He left his          hat behind.</p>

		<p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending</p> <p>Personal response</p> <p>Extra information / reminders e.g. Information boxes/ Five Amazing Facts</p>	
	<p><b><u>Text Structure Year 4</u></b></p> <p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation group related paragraphs</p> <p>Non Fiction:</p> <p>Develop use of a topic sentence Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p>	<p><b><u>Text Structure Year 4</u></b></p> <p>Plan opening using:</p> <p>Description /action</p> <p>Paragraphs:</p> <p>to organise each part of story to indicate a change in place or jump in time</p>	<p><b><u>Text Structure Year 4</u></b></p> <p>Introduce: Build in suspense writing to introduce the dilemma</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>
UKS2	<p><b><u>Text Structure Year 5</u></b></p> <p>Consolidate Year 4 list</p> <p>Secure independent use of planning tools</p> <p>Plan opening using:</p> <p>Description /action/dialogue</p> <p>Use 5 part story structure</p> <p>Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action/ description -character or setting /dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending – character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p><b><u>Text Structure Year 5</u></b></p> <p>Paragraphs:</p> <p>connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Secure use of paragraphs:</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><b><u>Text Structure Year 5</u></b></p> <p>Introduce:</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p>
	<p><b><u>Text Structure Year 6</u></b></p> <p>Consolidate Year 5 list</p>	<p><b><u>Text Structure Year 6</u></b></p> <p>Consolidate:</p>	<p><b><u>Text Structure Year 6</u></b></p>

	<p>Secure independent planning: across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/ forwards, time slips</p> <p>Paragraphs - Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Express balanced coverage of a topic Use appropriate formal and informal styles of writing</p>	<p>Start story at any point of the 5 part structure Maintain plot consistently Use different techniques to conclude texts</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>Semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p>
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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EYFS	<p><b><u>Sentence Construction</u></b>          Introduce:          Simple sentences. E.g. I went to the park.          simple connectives: and, who, but</p> <p>Say a sentence, write and read back to check it makes sense.</p>	<p><b><u>Sentence Construction</u></b>          Children begin to write: embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Introduce:          Simple connectives: and, who, but, until</p> <p>Children hear repetition for rhythm e.g. He walked and he walked (The stick Man)          Children hear repetition in description e.g. a lean cat, a mean cat. (The Gingerbread Man)</p>	<p><b><u>Sentence Construction</u></b>          Introduce:          Compound sentences using connectives (coordinating conjunctions)          And/but</p> <p>Introduce:          'ly' openers – luckily/fortunately/unfortunately</p>
KS1	<p><b><u>Sentence Construction Year 1</u></b>          Consolidate: Reception List          Introduce:          simple connectives: or, so, because, then, when, and, but, where          Write embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.          Write compound sentences using connectives (coordinating conjunctions) and/or/but/so</p>	<p><b><u>Sentence Construction Year 1</u></b>          Introduce types of sentences:          Statements, Questions, Exclamations</p>	<p><b><u>Sentence Construction Year 1</u></b>          Introduce: Connectives as openers: while, when, where, then, after that          Connectives as 'ly' openers:          Fortunately, unfortunately, sadly.</p> <p>Consolidate: 'Run' – Repetition for rhythm e.g. He walked and he walked and he walked.          Repetition for description e.g. a lean cat, a mean cat, a green dragon, a fiery dragon</p>
	<p><b><u>Sentence Construction Year 2</u></b>          Consolidate Year 1 list          Introduce/Consolidate:          Types of sentences:          Statements          Questions          Exclamations          Commands</p> <p>-ly' starters          e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Embellished simple sentences using:</p>	<p><b><u>Sentence Construction Year 2</u></b>          Introduce:          adverbs e.g. Tom ran quickly down the hill.          Vary openers to sentences</p> <p>Use long and short sentences:          Long sentences to add description or information.          Use short sentences for emphasis.</p> <p>Secure use of compound sentences:          (Coordination) using connectives:          and/ or / but / so          (coordinating conjunctions)</p>	<p><b><u>Sentence Construction Year 2</u></b>          Introduce:          Complex sentences (Subordination) using:          Drop in a relative clause:          who/which e.g.          Sam, who was lost, sat down and cried.          The Vikings, who came from Scandinavia, invaded Scotland.          Additional subordinating conjunctions:          what/while/when/where/ because/ then/so that/ if/to/until          e.g. While the animals were munching breakfast, two visitors arrived.</p>

	adjectives e.g. The boys peeped inside the dark cave.	Expanded noun phrases: e.g. lots of people, plenty of food	List of 3 for description e.g. African elephants have long trunks, curly tusks and large ears.
LKS2	<p><b><u>Sentence Construction Year 3</u></b>  Consolidate Year 2 list  Introduce:  Vary long and short sentences:  Long sentences to add description or information.  Short sentences for emphasis and making key points.</p> <p>Embellished simple sentences:  Adverb starters to add detail e.g.  Carefully, she crawled along the floor of the cave....  Amazingly, small insects can....</p> <p>Compound sentences (Coordination) using connectives:  and/or/but/so/for/nor/yet  (coordinating conjunctions)</p>	<p><b><u>Sentence Construction Year 3</u></b>  Introduce:  Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>‘ing’ clauses as starters e.g.  Sighing, the boy finished his homework.</p> <p>Topic sentences to introduce non-fiction paragraphs e.g.  Dragons are found across the world.</p> <p>Dialogue – powerful speech verb e.g. “Hello,” she whispered.</p>	<p><b><u>Sentence Construction Year 3</u></b>  Introduce: Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)</p> <p>Prepositional phrases to place the action:  on the mat; behind the tree, in the air</p> <p>Introduce:  Drop in a relative clause using: who, whom, which, whose, that</p> <p>Sentence of 3 for description e.g.  The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Pattern of 3 for persuasion e.g.  Visit, Swim, Enjoy!</p>
	<p><b><u>Sentence Construction Year 4</u></b>  Consolidate Year 3 list  Introduce:  Start with a simile  e.g. As curved as a ball, the moon shone brightly in the night sky.  Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunctions</p> <p>Long and short sentences:  Long sentences to enhance description or information</p>	<p><b><u>Sentence Construction Year 4</u></b>  Introduce:  Standard English for verb inflections instead of local spoken forms</p> <p>Develop complex sentences: (Subordination)  Main and subordinate clauses with range of subordinating conjunctions.</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p><b><u>Sentence Construction Year 4</u></b>  Introduce:  Expanded -‘ing’ clauses as starters e.g.  Grinning menacingly, he slipped the treasure into his rucksack.  Drop in -‘ing’ clause e.g.  Jane, laughing at the teacher, fell off her chair.  Sentence of 3 for action e.g.  Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>Repetition to persuade e.g.  Find us to find the fun</p>

	<p>Short sentences to move events on quickly e.g. It was midnight.</p> <p>Secure use of simple/embellished simple sentences</p>	<p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught.</p>	
UKS2	<p><b><u>Sentence Construction Year 5</u></b>  Consolidate Year 4 list  Introduce:  Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple/embellished simple sentences  Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)  Main and subordinate clauses with full range of conjunctions:</p>	<p><b><u>Sentence Construction Year 5</u></b>  Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Use of rhetorical questions</p> <p>Indicating degrees of possibility using modal verbs e.g. might, should, will, must or adverbs perhaps, surely</p>	<p><b><u>Sentence Construction Year 5</u></b>  Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p>
	<p><b><u>Sentence Construction Year 6</u></b>  Consolidate Year 5 list</p> <p>Secure use of simple/embellished simple sentences.  Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)  Main and subordinate clauses with full range of conjunctions.</p>	<p><b><u>Sentence Construction Year 6</u></b>  Active and passive verbs to create effect and to affect presentation of information e.g.  Active: The class heated the water.  Passive: The water was heated.</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)  The difference between structures typical of informal speech and structures appropriate for</p>	<p><b><u>Sentence Construction Year 6</u></b>  Developed use of rhetorical questions for persuasion</p> <p>The use of the subjunctive in some very formal writing and speech) as in If I were you.</p>



		formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?)	
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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EYFS	<p><b><u>Word level/Language</u></b>          Introduce prepositions:          up, down, in, into, out, onto</p>	<p><b><u>Word level/Language</u></b>          Introduce determiners:          the, my, your, an, this, that, his, her, their, some, all</p>	<p><b><u>Word level/Language</u></b>          Introduce adjectives:          Begin to use simple adjectives such as old, little, big          simile 'as' (as brave as a Lion)</p>
KS1	<p><b><u>Word level/Language Year 1</u></b>          Consolidate Reception List          Determiners: your, their, all, lots of, many, more</p> <p>Introduce: Adjectives to describe e.g. The old house          Alliteration e.g. dangerous dragon, slimy snake          Introduce: Prepositions          Inside, outside, towards, across, under.</p>	<p><b><u>Word level/Language Year 1</u></b>          Introduce: Similes using as....as...          e.g. as tall as a house, as red as a radish.          Introduce: Precise, clear language to give information          e.g. First, switch on the red button. Next, wait for the green light to flash.          Introduce: Regular plural noun suffixes –s or –es          e.g. dog, dogs; wish, wishes.</p>	<p><b><u>Word level/Language Year 1</u></b>          Introduce: Suffixes that can be added to verbs (e.g. helping, helped, helper) (-est-)          How the prefix un- changes the meaning of the verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>
	<p><b><u>Word level/Language Year 2</u></b>          Introduce:          Prepositions:          Behind, above, along, before, between, after</p> <p>Similes using...like...          e.g. ... like sizzling sausages                ...hot like a fire</p> <p>Alliteration          e.g. wicked witch, slimy slugs</p> <p>Formation of nouns using suffixes such as –ness, –er          Formation of adjectives using suffixes such as –ful, –less          Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p><b><u>Word level/Language Year 2</u></b>          Introduce:          Two adjectives to describe the noun          e.g. The scary, old woman...                Squirrels have long, bushy tails.          Adverbs for description:          e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information:          e.g. Lift the pot carefully onto the tray.</p>	<p><b><u>Word level/Language Year 2</u></b>          Introduce:          Generalisers for information, e.g.          Most dogs....          Some cats....</p>
LKS2	<p><b><u>Word level/Language Year 3</u></b>          Consolidate Year 2 list          Introduce: Prepositions, Next to, by the side of, In front of, during, through, throughout, because of</p>	<p><b><u>Word level/Language Year 3</u></b>          Introduce:          Boastful Language          e.g. magnificent, unbelievable, exciting!          Nouns formed from prefixes          e.g. auto... super...anti...</p>	<p><b><u>Word level/Language Year 3</u></b>          Introduce: More specific/technical vocabulary to add detail          e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p>

	<p>Powerful verbs e.g. stare, tremble, slither</p>	<p>Word Families based on common words e.g. teacher –teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	
	<p><b><u>Word level/Language Year 4</u></b> Consolidate Year 3 list</p> <p>Conjunctions: When, if, because, although</p> <p>Prepositions: At, underneath, since, towards, beneath, beyond</p>	<p><b><u>Word level/Language Year 4</u></b> Introduce: Conditionals - could, should, would</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p> <p>Proper nouns- refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive – s</p>	<p><b><u>Word level/Language Year 4</u></b> Consolidate: Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>
UKS2	<p><b><u>Word level/Language Year 5</u></b> Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification</p>	<p><b><u>Word level/Language Year 5</u></b> Introduce: Onomatopoeia Infinite pronoun Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over–and re–)</p>	<p><b><u>Word level/Language Year 5</u></b> Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p>
	<p><b><u>Word level/Language Year 6</u></b> Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus</p>	<p><b><u>Word level/Language Year 6</u></b> Consolidate Year 5/6 list</p>	<p><b><u>Word level/Language Year 6</u></b> Consolidate Year 5/6 list</p>

	<p>reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/large/little</p>		
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	<p><b><u>Punctuation</u></b> Introduce: Finger spaces</p>	<p><b><u>Punctuation</u></b> Introduce: Full stop, capital letter.</p>	<p><b><u>Punctuation</u></b> Consolidate: Finger spaces, full stop, capital letter.</p>
KS1	<p><b><u>Punctuation Year 1</u></b> Consolidate: Reception List Introduce: Capital letter for proper nouns and for the personal pronoun I (people, places, days of the week)</p>	<p><b><u>Punctuation Year 1</u></b> Introduce: question marks, exclamation marks, bullet points, speech bubbles.</p>	<p><b><u>Punctuation Year 1</u></b> Consolidate: Reception and Year 1 list</p>
	<p><b><u>Punctuation Year 2</u></b> Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks  Commas to separate items in a list</p>	<p><b><u>Punctuation Year 2</u></b> Introduce: Comma after –ly opener e.g. Fortunately, Slowly, Speech bubbles: /speech marks for direct speech Implicitly understand how to change from indirect speech to direct speech</p>	<p><b><u>Punctuation Year 2</u></b> Introduce: Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name</p>
LKS2	<p><b><u>Punctuation Year 3</u></b> Consolidate Year 2 list Introduce: Colon: before a list e.g. What you need: Ellipses: to keep the reader hanging on</p>	<p><b><u>Punctuation Year 3</u></b> Secure use of inverted commas for direct speech.  Use of commas after fronted adverbials e.g. Later that day, I heard the bad news.</p>	<p><b><u>Punctuation Year 3</u></b> Consolidate year 3 list</p>
	<p><b><u>Punctuation Year 4</u></b> Consolidate Year 3 list</p>	<p><b><u>Punctuation Year 4</u></b> Introduce: Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p>	<p><b><u>Punctuation Year 4</u></b> Introduce: Commas to mark clauses and to mark off fronted adverbials  Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>

UKS2	<p><b><u>Punctuation Year 5</u></b>          Consolidate Year 4 list          Introduce:          Colons/Semi-colons</p>	<p><b><u>Punctuation Year 5</u></b>          Introduce:          Dashes          Brackets/dashes/commas          for parenthesis</p>	<p><b><u>Punctuation Year 5</u></b>          Introduce:          Rhetorical question          Use of commas to clarify meaning or avoid          Ambiguity</p>
	<p><b><u>Punctuation Year 6</u></b>          Consolidate all primary phase punctuation</p>	<p><b><u>Punctuation Year 6</u></b>          Consolidate all primary phase punctuation</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p>	<p><b><u>Punctuation Year 6</u></b>          Consolidate all primary phase punctuation</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	<b><u>Terminology</u></b> finger space, letter (grapheme) phoneme (sound) and word	<b><u>Terminology</u></b> sentence, full stop, capital letter	<b><u>Terminology</u></b> simile 'as' (as brave as a Lion)
KS1	<b><u>Terminology Year 1</u></b> Consolidate: finger space, letter (grapheme) phoneme (sound) word, sentence, simile 'like' Introduce: 'punctuation', speech bubble (e.g. adjective, verb, connective, alliteration).	<b><u>Terminology Year 1</u></b> Introduce: Question mark, Exclamation mark, bullet points, singular/plural, noun, simile- 'like'	<b><u>Terminology Year 1</u></b> Consolidate: Reception and Year 1 list
	<b><u>Terminology Year 2</u></b> Consolidate: Punctuation <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentences</li> <li>• Full Stops</li> <li>• Capital Letter</li> <li>• Question mark</li> <li>• Exclamation Mark</li> <li>• Inverted commas</li> <li>• Bullet points</li> </ul> Introduce: <ul style="list-style-type: none"> <li>• Adjective</li> <li>• Verb</li> </ul>	<b><u>Terminology Year 2</u></b> Introduce: Singular/ plural Connective Alliteration Simile – 'as'/ 'like' Commas for description Inverted commas = 'Speech marks' Suffix Verb/adverb Statement question exclamation Command (Imperative verbs) Adjective/noun Noun phrases Generalisers Subordinating conjunctions	<b><u>Terminology Year 2</u></b> Introduce: Apostrophe (contractions and singular possession)  Tense (past, present, future) i.e. not in bold
LKS2	<b><u>Terminology Year 3</u></b> Consolidate: Punctuation Finger spaces Letter Word Sentence Statement, question, exclamation	<b><u>Terminology Year 3</u></b> Introduce: Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause	<b><u>Terminology Year 3</u></b> Introduce: Homophones Relative clause Relative pronoun

	<p>Command  Full stops  Capital letter  Question mark  Exclamation mark  Speech bubble  Inverted commas = 'Speech marks'  Bullet points  Apostrophe (contractions only)  Commas for sentence of 3 - description  Singular/plural/suffix  Adjective/noun/noun phrases/verb/ adverb  Imperative verbs  Tense (past, present, future)  Connective  Generalisers  Alliteration  Simile – 'as' / 'like'</p>	<p>Adverb  Preposition  Direct speech  Inverted commas  Prefix  Consonant/Vowel  Determiner  Synonyms  Imperative  Colon for instructions</p>	
	<p><b><u>Terminology Year 4</u></b>  Consolidate:  Punctuation  Finger spaces  Letter  Word  Sentence  Statement, question, exclamation, Command  Full stops  Capital letter  Question mark  Exclamation mark  Inverted commas = 'Speech marks'  Direct speech  Bullet points  Apostrophe (contractions only)  Commas for sentence of 3 – description, action  Colon - instructions  Singular/ plural/ Suffix/ Prefix  Word family</p>	<p><b><u>Terminology Year 4</u></b>  Introduce:  Pronoun  Possessive pronoun  Adverbial  Synonyms  Homophones  Relative clause    Relative pronoun  Spelling in dictionary  1st 3 letters check  Self-assessment and improving tasks  Present perfect forms of verbs</p>	<p><b><u>Terminology Year 4</u></b>  Introduce:  Fronted adverbial  Apostrophe – plural possession</p>



	<p>Consonant/Vowel          Adjective / noun / noun          phrase Verb / Adverb          imperative Verbs          Tense (past, present, future)          Connective          Conjunction          Preposition Determiner/ generaliser          Clause Subordinate clause          Alliteration          Simile – ‘as’/ ‘like’</p>		
UKS2	<p><b><u>Terminology Year 5</u></b>          Consolidate:          Previous year groups terminology</p> <p>Introduce:          Parenthesis/bracket/dash</p>	<p><b><u>Terminology Year 5</u></b>          Introduce:          Modal verb          Parenthesis          Determiner          Cohesion          Ambiguity          Metaphor          Personification          Onomatopoeia          Rhetorical question          Tense: present and past progressive</p>	<p><b><u>Terminology Year 5</u></b>          Consolidate Year 5 list</p>
	<p><b><u>Terminology Year 6</u></b>          Consolidate all primary phase terminology</p>	<p><b><u>Terminology Year 6</u></b>          Introduce:          Subjunctive          Present and past progressive present perfect; past perfect          Cohesion          Ambiguity</p>	<p><b><u>Terminology Year 6</u></b>          Consolidate all primary phase terminology</p>

