

## Writing Subject Grid

Year group and term	Genre	Oral WAGOLL	Imitation	Invention – Alan Peat Sentence Types	Contextualised Grammar Objectives
<b>Y1 terminology for pupils:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
Year 1 Autumn	Simple sentences - All about me  Poetry - The magic box				<ul style="list-style-type: none"> <li>• Writing simple sentences.</li> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>• Capital letters, full stops.</li> </ul>
Year 1 Autumn	Narrative - Traditional Tales	Magic Porridge Pot	Magic Porridge Pot with substitution	<p><b>Teacher:</b> MC performs act of kindness and is rewarded. Reward is magical.</p> <p><b>Pupils:</b> Children repeat the pattern but plan own.</p>	<ul style="list-style-type: none"> <li>• Capital letters for proper nouns</li> <li>• Full stops, capital letters and finger spaces</li> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>• Plural noun suffixes –s or –es</li> <li>• Simple adjectives</li> <li>• <b>2A sentence</b></li> <li>• <b>LIST sentence</b></li> </ul>
Year 1 Autumn	Recount	Eid	Abbey House	<p><b>Teacher:</b> 2A sentences</p> <p><b>Pupils:</b> Abbey House (different facts)</p>	<ul style="list-style-type: none"> <li>• Capital letters for proper nouns</li> <li>• Full stops, capital letters and finger spaces</li> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>• Plural noun suffixes –s or –es</li> <li>• Simple adjectives</li> <li>• <b>2A sentence</b></li> <li>• Fronted adverbials to show time: First, next, then</li> <li>• Personal pronouns: he, she, they, I, we, it</li> <li>• Alliteration (Sam’s Safari – slimy snake)</li> <li>• First person</li> <li>•</li> </ul>
Year 1 Autumn	Non-Chronological Reports	Stick Insects (Sam’s Safari)	Tree Frog (Sam’s Safari)	<p><b>Teacher:</b> Tortoise</p> <p><b>Pupils:</b> Snake (Sam’s Safari)</p>	<ul style="list-style-type: none"> <li>• Capital letters for proper nouns</li> <li>• Full stops, capital letters and finger spaces</li> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>● Plural noun suffixes –s or –es</li> <li>● Simple adjectives</li> <li>● 2A sentence</li> <li>● BOYS (but, or, yet, and so)</li> <li>● Third person</li> <li>● Sub-headings to organise information</li> <li>● -ly sentence openers (adverbs)</li> <li>● Prepositions to show the position of something: above, below, beside, on, at, over, outside, before, after, until, on, in, by, with</li> </ul>
Year 1 Spring	Narrative – Traditional Tales	Goldilocks and The Three Bears	Goldilocks with substitution	<p><b>Teacher:</b> Follow plot pattern where MC goes into forbidden place and steals object</p> <p><b>Pupils:</b> Follow same pattern but plan own</p>	<ul style="list-style-type: none"> <li>● Capital letters for proper nouns</li> <li>● Full stops, capital letters and finger spaces</li> <li>● Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>● Plural noun suffixes –s or –es</li> <li>● Simple adjectives</li> <li>● 2A sentence</li> <li>● BOYS (but, or, yet, and so)</li> <li>● LIST sentence</li> <li>● Using a greater range of adjectives for description</li> <li>● -ly sentence openers (adverbs)</li> </ul>
Year 1 Spring	Non-Chronological Reports	Tim Peake	Helen Sharman	<p><b>Teacher:</b> 2A sentences, BOYS sentences, List sentences</p> <p><b>Pupils:</b> Choose own explorer</p>	<ul style="list-style-type: none"> <li>● Capital letters for proper nouns</li> <li>● Full stops, capital letters and finger spaces</li> <li>● Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>● Plural noun suffixes –s or –es</li> <li>● Simple adjectives</li> <li>● 2A sentence</li> <li>● BOYS (but, or, yet, and so)</li> <li>● Using a greater range of adjectives for description</li> <li>● Sub-headings to organise information</li> <li>● -ly sentence openers (adverbs)</li> </ul>

## Writing Subject Grid

Year 1 Spring	Instructions	How to make a space buggy	How to make a rocket	<p><b>Teacher:</b> 2A sentences, BOYS sentences, All the W's sentences</p> <p><b>Pupils:</b> How to make a kite</p>	<ul style="list-style-type: none"> <li>● Capital letters for proper nouns</li> <li>● Full stops, capital letters and finger spaces</li> <li>● Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>● Plural noun suffixes –s or –es</li> <li>● Simple adjectives</li> <li>● 2A sentence</li> <li>● BOYS (but, or, yet, and so)</li> <li>● All the W's</li> <li>● Imperative verbs</li> <li>● Rhetorical questions</li> <li>● Powerful verbs</li> <li>● Adverbs</li> <li>● Fronted adverbials to show time: First, next, then</li> </ul>
Year 1 Summer	Narrative - Legends	'How the Tortoise Got his Shell'	'How the Tortoise Got his Shell' with substitution	<p><b>Teacher:</b> 2A sentence, BOYS sentence, All the W's, List sentences, plural noun suffixes</p> <p><b>Pupils:</b> Children pick an animal (choice of 4) and how it gets its feature</p>	<ul style="list-style-type: none"> <li>● Capital letters for proper nouns</li> <li>● Full stops, capital letters and finger spaces</li> <li>● Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>● Plural noun suffixes –s or –es</li> <li>● Simple adjectives</li> <li>● 2A sentence</li> <li>● BOYS (but, or, yet, and so)</li> <li>● All the W's</li> <li>● List sentences</li> <li>● Powerful verbs</li> <li>● Adverbs</li> <li>● Embellished simple sentences – the giant has an enormous beard / red squirrels enjoy eating delicious nuts.</li> <li>● Fronted adverbials to show time: First, next, then</li> </ul>
Year 1 Summer	Explanations	Lifecycle of a Sunflower	Lifecycle of a butterfly	<p><b>Teacher:</b> 2A sentence, BOYS sentence, All the W's, List sentences, plural noun suffixes</p>	<ul style="list-style-type: none"> <li>● Capital letters for proper nouns</li> <li>● Full stops, capital letters and finger spaces</li> </ul>

## Writing Subject Grid

				<p><b>Pupils:</b> The lifecycle of a frog</p>	<ul style="list-style-type: none"> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>• Plural noun suffixes –s or –es</li> <li>• Simple adjectives</li> <li>• <b>2A sentence</b></li> <li>• <b>BOYS (but, or, yet, and so)</b></li> <li>• <b>All the W's</b></li> <li>• Simple adverbs</li> <li>• Prepositions to show the position of something: above, below, beside, on, at, over, outside, before, after, until, on, in, by, with</li> <li>• Fronted adverbials to show time: First, next, then</li> </ul>
Year 1 Summer	Non-Chronological Report	Tinsley	Sheffield	<p><b>Teacher:</b> 2A sentence, BOYS sentence, All the W's, List sentences, plural noun suffixes</p> <p><b>Pupils:</b> London</p>	<ul style="list-style-type: none"> <li>• Capital letters for proper nouns</li> <li>• Full stops, capital letters and finger spaces</li> <li>• Joining words and clauses using the co-ordinating conjunction and (mention the other conjunctions: nor, but, or, yet, so)</li> <li>• Plural noun suffixes –s or –es</li> <li>• Simple adjectives</li> <li>• <b>2A sentence</b></li> <li>• <b>BOYS (but, or, yet, and so)</b></li> <li>• <b>All the W's</b></li> <li>• Using question marks and exclamation marks</li> <li>• Identifying the difference between statements and questions</li> <li>• Using a variety of sentence openers</li> <li>• Third person including third person pronouns</li> <li>• Present tense</li> </ul>

## Writing Subject Grid

Year 2 terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound word (e.g. whiteboard), adjective, verb, suffix, adverb, past and present tense, apostrophe, comma					
Year 2 Autumn	Recounts - Diaries	Samuel Pepys	Tom Porter	Teacher: Tom the Baker Pupils: William Turner	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>• Apostrophes to show singular possession in nouns</li> <li>• Commas to separate items in a list</li> <li>• <b>2A sentence</b></li> <li>• <b>Ing, ed</b></li> <li>• <b>Like a/as a</b></li> <li>• <b>LIST sentence</b></li> <li>• First person</li> <li>• Past tense verbs and the past progressive form</li> <li>• More complex adjectives and adverbs for description</li> <li>• Personal pronouns</li> <li>• Fronted adverbials to start a sentence</li> <li>• Similes using like and as</li> <li>• Expanded noun phrases</li> </ul>
Year 2 Autumn	Instructions	How to keep safe in a fire	How to make bread	Pupils: How to make cupcakes	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>• Apostrophes to show singular possession in nouns</li> <li>• Commas to separate items in a list</li> <li>• <b>2A sentence</b></li> <li>• Adverbs for information – lift the pot carefully</li> <li>• More complex adjectives and adverbs for description</li> <li>• Fronted adverbials to start a sentence</li> <li>• Use of bullet points</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Prepositions to show the position of something: above, below, beside, on, at, over, outside, before, after, until, on, in, by, with</li> <li>• Determiners: many, most, some, a, the, hers, his, ours, mine, yours, one, two</li> </ul>
Year 2 Autumn	Adventure story	'Staying Out'	Follow the plot pattern with substitutions	Pupils: Follow plot pattern to create their own adventure story	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>• Apostrophes to show singular possession in nouns</li> <li>• Commas to separate items in a list</li> <li>• 2A sentence</li> <li>• Like a/as a</li> <li>• Ing, ed</li> <li>• More complex adjectives and adverbs for description</li> <li>• Speech marks for direct speech</li> <li>• Using short sentences to add description and for emphasis</li> <li>• Fronted adverbials to start a sentence</li> <li>• Using the past progressive (he was shouting)</li> </ul>
Year 2 Spring	Descriptions of Famous People			<p>Teacher:</p> <p>Pupils:</p>	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>• Apostrophes to show singular possession in nouns</li> <li>• Commas to separate items in a list</li> <li>• More complex adjectives</li> <li>• 2A sentence</li> <li>• All the W's</li> <li>• Present and past tense verbs</li> <li>• Using coordinating conjunctions: nor, but, or, yet, so</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>Using subordinating conjunctions: if, while, because, although, after, since</li> <li>Fronted adverbials to start a sentence</li> </ul>
Year 2 Spring	Non-Chronological Reports	Crocodiles	Lions	<p><b>Teacher: Gorillas</b></p> <p><b>Pupils: Pupils choose own animal from Yorkshire Wildlife Park</b></p>	<ul style="list-style-type: none"> <li>Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>Recognising statements, questions, exclamations and commands</li> <li>Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>Apostrophes to show singular possession in nouns</li> <li>Commas to separate items in a list</li> <li>2A sentence</li> <li>All the Ws</li> <li>Subheadings to organise information</li> <li>More complex adjectives and adverbs for description</li> <li>Fronted adverbials to start a sentence</li> <li>Prepositions to show the position of something: above, below, beside, on, at, over, outside, before, after, until, on, in, by, with</li> <li>Determiners: many, most, some, a, the, hers, his, ours, mine, yours, one, two</li> <li>Rhetorical questions</li> </ul>
Year 2 Summer	Narrative	‘Stomp’	Stomp story with substitutions	<p><b>Teacher: models own story</b></p> <p><b>Pupils: Write own story following the plot pattern</b></p>	<ul style="list-style-type: none"> <li>Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>Recognising statements, questions, exclamations and commands</li> <li>Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>Apostrophes to show singular possession in nouns</li> <li>Commas to separate items in a list</li> <li>2A sentence</li> <li>LIST sentence</li> <li>Ing, ed</li> <li>Like a/as a</li> <li>More complex adjectives and adverbs for description</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Speech marks for direct speech</li> <li>• Using short sentences to add description and for emphasis</li> <li>• Fronted adverbials to start a sentence</li> <li>• Alliteration</li> <li>• Similes using like</li> </ul>
Year 2 Summer	Newspaper Reports	Mary Anning's discoveries	Alexander Graham Bell's discovery	Pupils: Grace Darling	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> <li>• Apostrophes to show singular possession in nouns</li> <li>• Commas to separate items in a list</li> <li>• 2A sentence</li> <li>• Ing, ed</li> <li>• Like a/as a</li> <li>• Fronted adverbials to start a sentence</li> <li>• Prepositions to show the position of something: above, below, beside, on, at, over, outside, before, after, until, on, in, by, with</li> <li>• Determiners: many, most, some, a, the, hers, his, ours, mine, yours, one, two</li> <li>• Rhetorical questions</li> <li>• Past tense verbs and the past progressive form</li> <li>• Expanded noun phrases</li> <li>• Commas after –ly openers</li> <li>• Similes using like and as</li> <li>• Emotive language</li> <li>• Quotes with correct use of speech punctuation</li> </ul>
Year 2 Summer	Narrative	Sandman and the turtles (links to reciprocal reading)	Sandman and the turtles with substitution	<p>Teacher: models own story</p> <p>Pupils: Write own story following the plot pattern</p>	<ul style="list-style-type: none"> <li>• Comparative adjectives (adding the suffix –er) and superlative adjectives (adding the suffix –est)</li> <li>• Recognising statements, questions, exclamations and commands</li> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"><li>• Apostrophes to show singular possession in nouns</li><li>• Commas to separate items in a list</li><li>• 2A sentence</li><li>• LIST sentence</li><li>• Ing, ed</li><li>• Like a/as a</li><li>• More complex adjectives and adverbs for description</li><li>• Speech marks for direct speech</li><li>• Using short sentences to add description and for emphasis</li><li>• Fronted adverbials to start a sentence</li><li>• Alliteration</li><li>• Similes using like</li><li>• Using the past progressive (he was shouting)</li></ul>
--	--	--	--	--	--

## Writing Subject Grid

**Year 3 terminology for pupils:** adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas

Year 3 Autumn	Narrative – Traditional Tales	Little Red Riding Hood	Little Red Riding Hood with a substitution	<p><b>Teacher: Follow plot pattern.</b></p> <p><b>Pupils: Follow plot pattern with children planning their own.</b></p>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• Inverted commas to punctuation direct speech</li> <li>• <b>BOYS</b></li> <li>• <b>2A</b></li> <li>• <b>Like a/ as a</b></li> <li>• <b>List sentences</b></li> <li>• <b>Ing, ed</b></li> <li>• <b>Emotion word, (comma)</b></li> <li>• <b>The more, the more</b></li> <li>• <b>Short sentences</b></li> <li>• Adverbs to add detail</li> <li>• Sentence of 3 for description</li> <li>• Dialogue and powerful speech verbs</li> <li>• Alliteration and similes</li> <li>• Short sentences for impact</li> <li>• Noun phrases to add description</li> </ul>
Year 3 Autumn	Instructions	How to Catch a Dragon	How to Catch an Ogre	<p><b>Teacher: How to catch a different creature</b></p> <p><b>Pupils: How to catch own mythical creature after research</b></p>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• Sub-headings and headings to aid presentation</li> <li>• <b>BOYS</b></li> <li>• <b>All the W's</b></li> <li>• <b>Noun, which/who/where</b></li> <li>• Adverbs for information – lift the pot carefully</li> <li>• Imperative verbs</li> <li>• Present tense</li> <li>• Second person</li> <li>• Use of bullet points</li> <li>• Noun phrases to add description</li> <li>• Prepositions</li> <li>• Determiners</li> <li>• Rhetorical questions</li> <li>• Commas to separate items in a list</li> <li>• Colons before a list</li> </ul>
<b>Year 3 Autumn</b>	<b>Recounts - Diaries</b>	<b>Diary from the view of Hogarth</b>	<b>Iron Man diary from a point in the book</b>	<p><b>Teacher: Iron Man diary from another point in the book.</b></p> <p><b>Pupils: Iron man diary from a different point in the book to teacher.</b></p>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• <b>Like a/ as a</b></li> <li>• <b>List sentences</b></li> <li>• <b>Ing, ed</b></li> <li>• <b>3ed</b></li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>● Emotion word, (comma)</li> <li>● The more, the more</li> <li>● First person</li> <li>● Past tense</li> <li>● Informal language</li> <li>● Prepositions</li> <li>● Determiners</li> <li>● Personal pronouns</li> <li>● Powerful verbs</li> <li>● Noun phrases to add description</li> </ul>
Year 3 Spring	Narrative – Adventure Stories	Sandy Cove	Story with a substitution (set in a wood)	<p><b>Teacher:</b> Story with substitution (set by a canal)</p> <p><b>Pupils:</b> Story with a substitution of choice</p>	<ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes</li> <li>● Correct use of a or an</li> <li>● Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>● Using subordinating conjunctions to mark a subordinate clause</li> <li>● Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>● Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>● Use of the present perfect verb form (he has gone out)</li> <li>● Inverted commas to punctuation direct speech</li> <li>● BOYS</li> <li>● 2A</li> <li>● Like a/ as a</li> <li>● List sentences</li> <li>● Ing, ed</li> <li>● 3ed</li> <li>● Emotion word, (comma)</li> <li>● The more, the more</li> <li>● Short sentences</li> <li>● Adverbs to add detail (adverb sentence starters punctuated by a comma)</li> <li>● Introduce the idea of prepositional phrases to place the action – on the mat, behind the tree, in the air</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Sentence of 3 for description</li> <li>• Dialogue and powerful speech verbs</li> <li>• Alliteration and similes</li> <li>• Use of ellipses to build suspense</li> <li>• Noun phrases to add description</li> </ul>
Year 3 Spring	Non-Chronological Reports	Roman daily life	Roman beliefs	Teacher: Another part of Roman history Pupils: Chn pick from choice of 2 to write about Romans	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• Sub-headings and headings to aid presentation</li> <li>• BOYS</li> <li>• All the W's</li> <li>• Noun, which/who/where</li> <li>• Third person</li> <li>• Present tense</li> <li>• Generalisers</li> <li>• Determiners</li> <li>• Noun phrases</li> <li>• Prepositions building on the idea of using prepositions to generate prepositional phrases</li> <li>• Adverb sentence openers and introducing the idea of a fronted adverbial phrase which is demarcated by a comma</li> <li>• Specific / technical language</li> <li>• Commas after adverb starters</li> </ul>
Year 3 Summer	Explanations <a href="http://www.lancs.ngfl.ac.uk">www.lancs.ngfl.ac.uk</a> (google shirt machine mouse trap)	How a Toaster Works – Use the book 'Until I Met Dudley'.	The Shirt Machine Use you tube animation – The Shirt Machine by Jon Davis	Teacher: Umbrella Machine Pupils: Create own machine and write	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> </ul>

## Writing Subject Grid

				<p>explanation. E.g. Wacky Mousetrap</p>	<ul style="list-style-type: none"> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• Sub-headings and headings to aid presentation</li> <li>• <b>BOYS</b></li> <li>• <b>All the W's</b></li> <li>• <b>Like a/ as a</b></li> <li>• <b>Noun, which/who/where</b></li> <li>• Formal language</li> <li>• Present tense</li> <li>• Time conjunctions to show ordering</li> <li>• Generalisers</li> <li>• Technical vocabulary</li> <li>• Boastful language – magnificent, amazing</li> <li>• Noun phrases</li> </ul>
Year 3 Summer	Persuasion (linked to food topic)	Chocolate	Pizza children create in a previous lesson.	<p>Teacher: New bread product Pupils: Persuasive advert for dips and dipper product created in DT</p>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> <li>• Correct use of a or an</li> <li>• Using conjunctions for time, place and cause (when, before, after, while, so, because)</li> <li>• Using subordinating conjunctions to mark a subordinate clause</li> <li>• Using adverbs for time, place and cause (then, next, soon, therefore)</li> <li>• Using prepositions for time, place and cause (before, after, during, in, because of)</li> <li>• Use of the present perfect verb form (he has gone out)</li> <li>• <b>BOYS</b></li> <li>• <b>2A</b></li> <li>• <b>All the W's</b></li> <li>• <b>Like a/ as a</b></li> <li>• <b>List sentences</b></li> </ul>

Writing Subject Grid

					<ul style="list-style-type: none"><li>• Emotion word, (comma)</li><li>• Noun, which/who/where</li><li>• The more, the more</li><li>• Informal language</li><li>• Introduce the idea of emotive language</li><li>• Imperative and powerful verbs</li><li>• Generalisers</li><li>• Rhetorical questions</li><li>• Alliteration</li><li>• Patterns of three – visit, swim, enjoy!</li><li>• Noun phrases</li><li>• Boastful language – magnificent, amazing, remarkable</li></ul>
--	--	--	--	--	--

## Writing Subject Grid

Year 4 terminology for pupils: determiner, pronoun, possessive pronoun, adverbial					
Year 4 Autumn	Narrative - Mystery	Sal and Barry	Sal and Barry with a substitution	<p><b>Teacher:</b> Follow plot pattern</p> <p><b>Pupils:</b> Follow plot pattern to plan and write own independent story</p>	<ul style="list-style-type: none"> <li>● Apostrophes to mark plural possession</li> <li>● Expanded noun phrases</li> <li>● Fronted adverbials demarcated by a comma</li> <li>● Pronouns and nouns across sentence to avoid repetition</li> <li>● Inverted commas for direct speech</li> <li>● Punctuation within the inverted commas</li> <li>● Like a / as a</li> <li>● 3ed</li> <li>● Emotion word, (comma)</li> <li>● Short sentences</li> <li>● Verb person</li> <li>● Adj, same adj</li> <li>● 2 pairs</li> <li>● Ing, ed</li> <li>● Prepositional phrases to place action</li> <li>● Sentences of 3 for description or action</li> <li>● Powerful verbs</li> <li>● Comparative and superlative adjectives</li> </ul>
Year 4 Autumn	Explanation texts – human body	How the heart works	How muscles and joints work	<p><b>Teacher:</b> Contextualised grammar and Alan Peat sentence types</p> <p><b>Pupil:</b> Choose between:</p> <p>How the eye works Or How the nose works</p>	<ul style="list-style-type: none"> <li>● Apostrophes to mark plural possession</li> <li>● Expanded noun phrases</li> <li>● Fronted adverbials demarcated by a comma</li> <li>● Pronouns and nouns across sentence to avoid repetition</li> <li>● Like a / as a</li> <li>● The more, the more</li> <li>● Noun, which/who/where</li> <li>● If, if, then</li> <li>● Many questions</li> <li>● Formal language</li> <li>● Present tense</li> <li>● Subordinating conjunctions before a subordinate clause</li> <li>● Generalisers</li> <li>● Technical vocabulary</li> <li>● Prepositional phrases</li> <li>● Boastful language – magnificent, amazing</li> </ul>

## Writing Subject Grid

<p><b>Year 4 Autumn</b></p>	<p><b>Recounts – Newspaper Reports based on Krindlekrax</b></p>	<p><b>Beast in the Canal</b></p>	<p><b>Corky attacked by Krindlekrax</b></p>	<p><b>Teacher:</b> Contextualised grammar and sentence types</p> <p><b>Pupils:</b> Give children a number of scenarios (attacked by beast) and children turn it into a newspaper report)</p>	<ul style="list-style-type: none"> <li>● Apostrophes to mark plural possession</li> <li>● Expanded noun phrases</li> <li>● Fronted adverbials demarcated by a comma</li> <li>● Pronouns and nouns across sentence to avoid repetition</li> <li>● Inverted commas for direct speech</li> <li>● Punctuation within the inverted commas</li> <li>● Like a / as a</li> <li>● Ing, ed</li> <li>● Emotion word, (comma)</li> <li>● Noun, which/who/where</li> <li>● Verb person</li> <li>● 2 pairs</li> <li>● Many questions</li> <li>● Past tense and the past progressive form (I <u>was</u> doing)</li> <li>● Third person</li> <li>● Subordinating conjunctions before a subordinate clause</li> <li>● Reported and direct speech</li> <li>● Powerful speech verbs</li> <li>● Prepositional phrases to place the action</li> <li>● Determiners</li> <li>● Introduction to modal verbs to express a possibility</li> <li>● Coordinating conjunctions</li> <li>● Subordinating conjunctions</li> </ul>
<p><b>Year 4 Autumn</b></p>	<p><b>Play scripts</b></p>	<p><b>School pantomime production</b></p>	<p><b>Rewrite LRRH as a play script</b></p>	<ul style="list-style-type: none"> <li>● Apostrophes to mark plural possession</li> <li>● Expanded noun phrases</li> <li>● Fronted adverbials demarcated by a comma</li> <li>● Pronouns and nouns across sentence to avoid repetition</li> <li>● Inverted commas for direct speech</li> <li>● Punctuation within the inverted commas</li> <li>● Like a / as a</li> <li>● Ing, ed</li> <li>● Emotion word, (comma)</li> <li>● Noun, which/who/where</li> <li>● Verb person</li> <li>● Past tense and the past progressive form (I <u>was</u> doing)</li> </ul>	

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Subordinating conjunctions before a subordinate clause</li> <li>• Powerful speech verbs</li> <li>• Prepositional phrases to place the action</li> <li>• Parenthesis (putting stage directions in brackets)</li> </ul>
Year 4 Spring	Narrative - legends	Odin creates the world – BBC school radio	Odin creates the world (with a substitution/addition/alliteration)		<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials demarcated by a comma</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Inverted commas for direct speech</li> <li>• Punctuation within the inverted commas</li> <li>• Like a / as a</li> <li>• Ing, ed</li> <li>• 3ed</li> <li>• Emotion word, (comma)</li> <li>• The more, the more</li> <li>• Short sentences</li> <li>• Adj, same adj</li> <li>• 2 pairs</li> <li>• Adverb starters demarcated by a comma</li> <li>• Prepositional phrases to place action</li> <li>• Sentences of 3 for description or for action</li> <li>• Powerful verbs</li> <li>• Comparative and superlative adjectives</li> <li>• Use of ellipses to build suspense</li> </ul>
Year 4 Spring	Biographies	Roald Dahl	Phillip Ridley	<p><b>Teacher:</b> Ghandi</p> <p><b>Pupils:</b> Choose between: Martin Luther King Or Mother Theresa</p> <p>(Links to RE topic inspirational leaders)</p>	<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials demarcated by a comma</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Like a / as a</li> <li>• Emotion word, (comma)</li> <li>• The more, the more</li> <li>• Noun, which/who/where</li> <li>• Verb person</li> <li>• 2 pairs</li> <li>• Third person</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Prepositional phrases to place action</li> <li>• Specific detail</li> <li>• Introduction to modal verbs to show possibility</li> <li>• Subordinating conjunction before a subordinate clause</li> <li>• Coordinating conjunctions</li> <li>• Drop in relative clauses</li> <li>• Determiners</li> <li>• Generalisers</li> <li>• Subject verb agreement</li> </ul>
Year 4 Spring	Non-chronological report	Tornadoes	Earthquakes	<p><b>Teacher:</b> Tsunamis</p> <p><b>Pupils:</b> Choose from: Volcanoes or Hurricanes</p>	<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials demarcated by a comma</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• <b>Emotion word, (comma)</b></li> <li>• <b>The more, the more</b></li> <li>• <b>Noun, which/who/where</b></li> <li>• <b>2 pairs</b></li> <li>• <b>If, if, then</b></li> <li>• <b>Many questions</b></li> <li>• Adverb sentence starters demarcated by a comma</li> <li>• Prepositional phrases to place action</li> <li>• Subordinating conjunction before a subordinate clause</li> <li>• Topic sentences</li> <li>• Drop in relative clause</li> <li>• Present tense and the present progressive form (I <u>am</u> doing)</li> <li>• Subjective verb agreement</li> <li>• Technical vocabulary</li> <li>• Generalisers</li> <li>• Determiners</li> </ul>
Year 4 Summer	Narrative – Dilemma Mixed genre	Balaclava Boy	Balaclava boy with substitution (The Golden Girls)	<p><b>Teacher:</b> Model dilemma story (water at the zoo)</p>	<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials demarcated by a comma</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> </ul>

## Writing Subject Grid

				<p><b>Pupils:</b> Children write own dilemma story based on plot pattern</p>	<ul style="list-style-type: none"><li>• Inverted commas for direct speech</li><li>• Punctuation within the inverted commas</li><li>• Like a / as a</li><li>• Ing, ed</li><li>• 3ed</li><li>• Emotion word, (comma)</li><li>• The more, the more</li><li>• Short sentences</li><li>• Adj, same adj</li><li>• 2 pairs</li><li>• If, if, then</li><li>• Adverb sentence starters demarcated by a comma</li><li>• Sentences of 3 for description or action</li><li>• Powerful verbs</li><li>• Comparative and superlative adjectives</li><li>• Use of ellipses for suspense</li></ul>
--	--	--	--	--	---

## Writing Subject Grid

<b>Year 4 Summer</b>	<b>Persuasion</b>	<b>Jorvik Persuasive leaflet</b>	<b>Magna Persuasive leaflet</b>	<p><b>Teacher:</b> Contextualised grammar and Alan Peat sentence types</p> <p><b>Pupils:</b> Children pick an attraction in the locality</p>	<ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> <li>• Expanded noun phrases</li> <li>• Fronted adverbials demarcated by a comma</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Like a / as a</li> <li>• Emotion word, (comma)</li> <li>• The more, the more</li> <li>• Noun, which/who/where</li> <li>• Short sentences</li> <li>• Adj, same adj</li> <li>• 2 pairs</li> <li>• If, if, then</li> <li>• Imperative verbs</li> <li>• Rhetorical questions</li> <li>• Alliteration</li> <li>• Boastful language – amazing, excellent, magnificent</li> <li>• Repetition – find us, find fun</li> <li>• Pattern of 3 – visit, swim, enjoy</li> <li>• Emotive language</li> <li>• Informal language</li> <li>• Modal verbs to express a possibility</li> <li>• Superlative and comparative adjectives</li> </ul>
----------------------	-------------------	----------------------------------	---------------------------------	--	---

## Writing Subject Grid

<b>Year 5 terminology for pupils:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
<b>Year 5 Autumn</b>	<b>Narrative – Adventure Story</b>	<b>Pie Corbett - kidnapped</b>	<p><b>Kidnapped with substitution</b>  <b>Teacher:</b> Follow plot pattern to write own.</p> <p><b>Pupil:</b> Follow plot pattern to write own.</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• -ing, - ed</li> <li>• Emotion word, (comma)</li> <li>• Noun, which/who/where</li> <li>• 2 pairs</li> <li>• O, (I)</li> <li>• Double LY ending</li> <li>• Long sentences for description and short sentences to move events on quickly</li> <li>• Start sentences with similes</li> <li>• Expanded noun phrases</li> <li>• Sentences of 3 for action and description</li> <li>• Pronouns and different ways of referring to the subject</li> <li>• Prepositional phrases to place action</li> <li>• Fronted adverbial phrases demarcated by a comma</li> <li>• Comparative and superlative adjectives</li> <li>• Dialogue punctuated correctly (punctuation within the inverted commas)</li> <li>• Powerful verbs</li> <li>• Ellipses to build suspense</li> </ul>	
<b>Year 5 Autumn</b>	<b>Persuasion</b>	<b>Visit Britain</b>	<b>Visit the North Pole</b>	<p><b>Teacher:</b> Visit France  <b>Pupils:</b> Children pick a country</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• Noun, which/who/where</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• 2 pairs</li> <li>• If, if, if, then</li> <li>• Many questions</li> <li>• O, (I)</li> <li>• Double LY ending</li> <li>• Standard English verb inflections</li> <li>• Imperative verbs</li> <li>• Emotive language</li> <li>• Prepositional phrases to place action</li> <li>• Boastful language</li> <li>• Rhetorical questions</li> <li>• Informal language</li> <li>• Brackets, dashes and commas for parenthesis</li> <li>• Expanded noun phrases for description</li> <li>• Apostrophes for omission and possession</li> <li>• Alliteration</li> </ul>
Year 5 Autumn	Discussion	Should children wear school uniform?	Should children have homework?	<p><b>Teacher:</b> Should children play computer games?</p> <p><b>Pupil:</b> Choose from: Should children use laptops in school rather than write out their work by hand? Or Is TV good for children? Or Should animal charities receive government funding?</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• Emotion word, (comma)</li> <li>• Noun, which/who/where</li> <li>• If, if, if, then</li> <li>• Many questions</li> <li>• P.C.</li> <li>• Imagine 3 examples:</li> <li>• Topic sentences</li> <li>• Cohesive devices (adverbials) to link ideas (furthermore, in addition, moreover)</li> <li>• Formal language</li> <li>• Standard English</li> <li>• Generalisers</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Determiners</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Subordinating conjunction before a subordinate clause</li> <li>• Noun phrases and expanded noun phrases to give specific detail</li> <li>• Fronted adverbials and prepositional phrases punctuated correctly</li> </ul>
Year 5 Spring	Narrative – Myths	Egyptian Myth – Isis and her 7 scorpions	<p><b>Teacher:</b> Shu and her warriors</p> <p><b>Pupils:</b> Children write own myth following plot pattern.</p>		<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• <b>Emotion word, (comma)</b></li> <li>• <b>Noun, which/who/where</b></li> <li>• <b>2 pairs</b></li> <li>• <b>O, (I)</b></li> <li>• <b>Double LY ending</b></li> <li>• <b>Imagine 3 examples:</b></li> <li>• Long sentences for description and short sentences to move events on quickly</li> <li>• Start sentences with similes</li> <li>• Sentences of 3 for action and description</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Fronted adverbials and prepositional phrases punctuated correctly</li> <li>• Comparative and superlative adjectives</li> <li>• Expanded noun phrases to build description</li> <li>• Dialogue punctuated correctly (punctuation within the inverted commas)</li> <li>• Powerful verbs</li> <li>• Ellipses to build suspense</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Elaboration of sentence starters using adverbial phrases – e.g. beyond the dark gloom of the cave</li> </ul>
Year 5 Spring	Non-Chronological Reports	Egyptian God - Isis	Egyptian Beliefs in Afterlife	<p><b>Teacher:</b> Contextualised grammar and Alan Peat sentence types</p> <p><b>Pupils:</b> Choose from: Anubis Or Osiris Or Ra</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• Noun, which/who/where</li> <li>• 2 pairs</li> <li>• Many questions</li> <li>• P.C.</li> <li>• Topic sentences</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Fronted adverbials and prepositional phrases</li> <li>• Expanded noun phrases</li> <li>• Cohesive devices (adverbials) to link ideas (furthermore, in addition, moreover)</li> <li>• Subject verb agreement</li> </ul>
Year 5 Summer	Newspaper Reports	Invention from Islamic Civilisation – Elephant Clock	Invention from Islamic Civilisation - Coffee	<p><b>Teacher:</b> Contextualised grammar and Alan Peat sentence types</p> <p><b>Pupils:</b> Choose from: Human flight Or Algebra Or Camera</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• Noun, which/who/where</li> <li>• If, if, if, then</li> <li>• Many questions</li> <li>• Topic sentences</li> <li>• Pronouns and nouns across sentence to avoid repetition</li> <li>• Coordinating and subordinating conjunctions</li> </ul>

## Writing Subject Grid

					<ul style="list-style-type: none"> <li>• Fronted adverbials and prepositional phrases punctuated correctly</li> <li>• Cohesive devices (adverbials) to link ideas (furthermore, in addition, moreover)</li> <li>• Subject verb agreement</li> </ul>
Year 5 Summer	Recounts – diaries	Jim’s diary entry	Jim’s diary entry 2	<p><b>Teacher:</b> Another Jim diary entry</p> <p><b>Pupils:</b> Different Jim diary entry</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• <b>Emotion word, (comma)</b></li> <li>• <b>Noun, which/who/where</b></li> <li>• <b>2 pairs</b></li> <li>• <b>If, if, if, then</b></li> <li>• <b>Imagine 3 examples:</b></li> <li>• First person pronouns</li> <li>• Past tense verbs</li> <li>• Standard English verb inflections</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Noun phrases and expanded noun phrases</li> <li>• Sentence reshaping techniques (shortening or lengthening for effect)</li> <li>• Subject verb agreement</li> <li>• Determiners</li> <li>• Generalisers</li> </ul>
Year 5 Summer	Narrative – Science Fiction Stories	The Gigantic Ant	<p><b>Operation Dragon</b></p> <p><b>Teacher:</b> Follow plot pattern to write own.</p> <p><b>Pupil:</b> Follow plot pattern to write own.</p>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs</li> <li>• Verb prefixes (dis-, de-, mis-, over- and re-)</li> <li>• Relative clauses marked by a relative pronoun (who, which, where, when, whose, that)</li> <li>• Modal verbs to show possibility (might, should, will, must)</li> <li>• Adverbs to show possibility (perhaps, surely, maybe)</li> <li>• Parenthesis using brackets, dashes or commas</li> <li>• <b>Emotion word, (comma)</b></li> </ul>	

## Writing Subject Grid

				<ul style="list-style-type: none"><li>• Noun, which/who/where</li><li>• 2 pairs</li><li>• O, (I)</li><li>• Double LY ending</li><li>• Imagine 3 examples:</li><li>• Long sentences for description and short sentences to move events on quickly</li><li>• Start sentences with similes</li><li>• Sentences of 3 for action and description</li><li>• Pronouns and nouns across sentence to avoid repetition</li><li>• Fronted adverbials and prepositional phrases punctuated correctly</li><li>• Comparative and superlative adjectives</li><li>• Noun phrases and expanded noun phrases for description</li><li>• Dialogue punctuated correctly (punctuation within the inverted commas)</li><li>• Ellipses to build suspense</li><li>• Elaboration of sentence starters using adverbial phrases – e.g. beyond the dark gloom of the cave</li></ul>
--	--	--	--	--

## Writing Subject Grid

<b>Year 6 terminology for pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b>					
Year 6 Autumn 3 weeks	Non-Chronological Report	African Forest Elephant	Poison Dart Frog	Teacher: Jaguars Pupils: Independently research own animal	<p>See separate year six grammar coverage grid</p> <p>Year six independent writes ongoing throughout the year to ensure enough evidence of independent writing.</p>
Letter of thanks to British Red Cross					
Year 6 Autumn 3 weeks	Discussion	Alteration to school timetable	Mobile phones	Teacher: Should trees be cut down in the Rainforest? Pupils: Should we have Zoos?	
Year 6 Autumn 3 weeks	Narrative	Survival Story - boat	Pupils wrote a survival story – need to include a warm-up session on paragraphs		
Year 6 Autumn 2 weeks	Diary	Samuel Pepys	Village priest	Villager from Eyam or outside the village supporting	
Year 6 Autumn	Explanation	Water cycle	Plague	Pompeii	
Year 6 Autumn 2 weeks	Newspaper Report	Outbreak of war or other suitable newspaper report	Teaching on features of newspaper report	Plague/Pompeii newspaper report	
Year 6 Autumn 2 weeks	Short story	Read SATs paper on plague	Children to continue the story.		
Year 6 Spring 3 weeks	Narrative – Time slip	Time slip story	Gas Mask	Eden Camp Time slip	
Year 6 Spring 2 weeks	Newspaper report	Suitable newspaper report	Input on Blitz	Pupils: Blitz	
Recounts through year	Chester Zoo Eyam Eden Camp Crucial Crew				