



Roby Park Primary School

Whole School Writing Curriculum Overview



REC	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose	Narrative: A Losing Story Purpose: To tell and write a losing story	Narrative: A Finding Story Purpose: To tell and write a finding story	Narrative: A Superhero Story Purpose: To tell and write a superhero Story	Narrative: A Traditional Tale Purpose: To tell and write a traditional tale	Narrative: A transformational Story Purpose: To tell and write a transformational story	Narrative: A Friendship Story Purpose: To tell and write a friendship story
	Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
Grammar Word	Focus on: Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught. *Words shown below need to be in line with phonics scheme being followed by your school.					
	Teach high frequency words: is, it, in, at, and, the	Secure previous unit high frequency words and teach: I, no, go, to	Secure previous unit high frequency words and teach: he, she, we	Secure previous unit high frequency words and teach: me, be, was, no	Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what	Secure previous unit high frequency words and teach: my, they, her, all, are
Grammar Sentence	Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'



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<p>Grammar Text</p>	<p>Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p>
<p>Grammar Punctuation</p>	<p>Focus on: Letter formation Separation of words with spaces</p>	<p>Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I</p>	<p>Build on previous units & focus on: Letter formation Separation of words with spaces capital letters, Personal pronoun - I Full Stops</p>	<p>Build on previous units & focus on: Letter formation Separation of words with spaces capital letters, Personal pronoun - I Full Stops</p>	<p>Build on previous units & focus on: Letter formation Separation of words with spaces capital letters, Personal pronoun - I Full Stops Capital letters for names</p>	<p>Build on previous units & focus on: Letter formation Separation of words with spaces capital letters, Personal pronoun - I Full Stops Capital letters for names</p>
<p>Terminology</p>	<p>letter, capital letter, word, sentence, full stop, question mark</p>					



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Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose	Narrative: Discovery Narrative Purpose: To narrate	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
	Recount: Messages Purpose: To recount	Narrative: How to catch a witch Purpose: To instruct	Narrative: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
Grammar Word	Build on previous year & focus on: Plural noun suffix -s	Build on previous year & focus on: Reinforce plural noun suffix -s –es Suffix added to verbs - er	Build on previous year & focus on: Reinforce plural noun suffix -s –es How prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Suffix added to verbs – ing ed er	Build on previous year & focus on: Reinforce plural noun suffix -s –es Reinforce how prefix un – changes the meaning of verbs and adjectives	Build on previous year & focus on: Reinforce plural noun suffix -s –es Suffix added to verbs – ed
Grammar Sentence	Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but
Grammar Text	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar Punctuation	Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Capital letters for names Capital letters for personal pronoun I Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun – I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun – I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark



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				Joining words and joining clauses using 'and' Nouns and verbs (an introduction)	Regular plural noun suffixes Suffixes that can be added to verbs where no change is needed. How the prefix un changes the meaning of verbs and adjectives	
Terminology	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					



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Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose	Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Banning Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
	Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Persuasion: Persuasive Letters Purpose: To persuade	Explanation: How a machine works Purpose: To explain
Grammar Word	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives	Build on previous year & focus on: Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into to adverbs
Grammar Sentence	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
Grammar Text	Build on previous units & focus on:	Build on previous year & focus on:	Build on previous units & focus on:	Build on previous units & focus on:	Build on previous units & focus on:	Build on previous units & focus on:



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	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar Punctuation	<p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Conjunctions (co-ordination and subordination) Noun phrases Statements and questions</p>	<p>Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list Nouns (and formation of nouns using suffixes) Adjectives (and formation of adjectives using suffixes) Verbs Adverbs</p>	<p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) Commands and exclamations Present tense Past tense</p>	<p>Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Progressive form of verbs</p>	<p>Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list</p>	<p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes (for omission)</p>
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					



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	Present perfect form of verbs	Present perfect form of verbs Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar Punctuation	Reinforce from Y2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Formation of nouns using a range of prefixes Consonants Vowel letters and consonant letter vowels	Reinforce from Y2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use of the forms a or an Word families based on common words Prepositions Conjunctions	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech Clauses Subordinate clauses Paragraphs	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech Simple past tense Present perfect tense Inverted commas for direct speech
Terminology	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					



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Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Summer Term 1	Summer Term 2
Vehicle Text	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Writing Purpose	Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
	Recount: Newspaper Report Purpose: To recount	Information: Polar Bears Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)
Grammar Word	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
Grammar Sentence	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar Text	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme



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Grammar Punctuation	<p>Build on previous units & focus on:</p> <p>Inverted commas and other punctuation to indicate direct speech Use comma after fronted adverbial Noun phrases Expanded noun phrases Fronted adverbials of time (when)</p>	<p>Build on previous year & focus on:</p> <p>Apostrophes for possession (plural nouns) Use commas after fronted adverbials Possessive '-s' Standard English form (of verb inflections)</p>	<p>Build on previous units & focus on:</p> <p>Apostrophes for possession (plural nouns) Fronted adverbials of place (where) Fronted Adverbials of manner (how) Pronouns and Possessive Pronouns</p>	<p>Build on previous units & focus on:</p> <p>Inverted commas and other punctuation to indicate direct speech Apostrophe for possession (plural nouns) Use comma after fronted adverbial Determiner (articles)</p>	<p>Build on previous units & focus on:</p> <p>Inverted commas and other punctuation to indicate direct speech Apostrophe for possession (plural nouns) Use comma after fronted adverbial Determiner (demonstratives) Determiner (possessives & quantifiers)</p>	<p>Build on previous units & focus on:</p> <p>Inverted commas and other punctuation to indicate direct speech Use comma after fronted adverbial Nouns Inverted Commas (a comma after the reporting clause)</p>
	Terminology	Determiner, pronoun, possessive pronoun, adverbial				



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						Use a range of devices to build cohesion, eg conjunctions
Grammar Punctuation	Build on previous year & focus on: Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses Relative pronouns Relative clauses Adverbs (to indicate degrees of possibility)	Build on previous units & focus on: Use hyphens to avoid ambiguity	Build on previous units & focus on: Use hyphens to avoid ambiguity Modal verbs (to indicate degrees of possibility) Adverbials (of time/when) Adverbials (of place/where)	Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity Brackets (to indicate parenthesis) Dashes (to indicate parenthesis) Commas (to indicate parenthesis)	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis Commas to clarify meaning or avoid ambiguity Use of the hyphen Homophones
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					



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Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	Rose Blanche	A Story Like the Wind	The Origin of Species	Wolves	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose	Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Narrative: Suspense Narrative Purpose: To narrate Recount: First Person Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
	Recount: Bravery Speech Award Purpose: To recount & inform	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform	Recount: Magazine Article Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar Word	Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar Sentence	Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to	Build on previous units & focus on: The difference between structures typical of informal speech and	Build on previous units & focus on: The difference between structures typical of informal speech and	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to



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	formal - use of question tags in informal speech	structures appropriate to formal	structures appropriate to formal	The use of question tags in informal speech		formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were...
Grammar Text	Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings	Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
Grammar Punctuation	Build on previous units & focus on: Colons to introduce a list and semi- colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses Informal speech (vocabulary / word) Formal speech (vocabulary / word) Synonyms	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Formal speech (sentence) Subjunctives	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity Dashes (to mark the boundary between independent clauses) Colons (to introduce a list) & semi-colon (within lists) Bullet points (to list information)	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses Hyphens (to avoid ambiguity) Subject Object	Build on previous units & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity Antonyms Passive voice Active voice
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					