



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
	Narrative: A Losing Story	Narrative: A Finding Story	Narrative: A Superhero Story	Narrative: A Traditional Tale	Narrative: A transformational Story	Narrative: A Friendship Story
Writing Outcome &	Purpose: To tell and write a losing story	Purpose: To tell and write a finding story	Purpose: To tell and write a superhero Story	Purpose: To tell and write a traditional tale	Purpose: To tell and write a transformational story	Purpose: To tell and write a friendship story
Writing Purpose	Recount: Animal Information	Information: Poster to find a lost star	Information: A letter wanting to be a sidekick	Instructions: How to trap an animal	Instructions: How to grow a garden plant / vegetable	Poems: Sea creature poems
	Purpose: To inform	Purpose: To inform (and describe)	Purpose: To inform	Purpose: To instruct	Purpose: To instruct	Purpose: To describe
Grammar	subject skills and knowle	edge skills and knowledge w rovision as part of a broad a	me-phoneme correspondence hen encoding to spell words nd balanced EYFS provision blow need to be in line with p	in writing of taught. GPC Th. Phonemically plausible atte	is may take place in both du empts Until new graphemes	ring teacher-led activities
Word	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'





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





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
	Narrative : Discovery Narrative	Narrative: A Traditional Tale	Narrative: A Detective Story	Narrative: A Portal Story	Narrative: A Return Story	Narrative: A Hunting Story
Writing Outcome &	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Writing Purpose	Recount: Messages	Narrative: How to catch a witch	Narrative: Letters	Information: Wild Things	Recount: Postcards	Instructions: Recipes
	Purpose: To recount	Purpose: To instruct	Purpose: To recount	Purpose: To inform	Purpose: To recount	Purpose: To instruct
	Build on previous year	Build on previous year	Build on previous year	Build on previous units	Build on previous year	Build on previous year
	& focus on: Plural noun suffix -s	& focus on: Reinforce plural noun	& focus on: Reinforce plural noun	& focus on: Suffix added to verbs-	& focus on: Reinforce plural noun	& focus on: Reinforce plural noun
Grammar Word	Flural flouri Sullix -S	suffix -s -es Suffix	suffix -s -es How prefix	ing ed er	suffix -s -es Reinforce	suffix -s –es Suffix
Grammar Word		added to verbs - er	un – changes the	ling ed ei	how prefix un – changes	added to verbs – ed
			meaning of verbs and		the	
			adjectives		meaning of verbs and	
					adjectives	
	Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units	Build on previous units
	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:
Grammar	Combining words to make	Combining words to	Combining words to	Combining words to	Combining words to	Combining words to
Sentence	sentences	make sentences Joining words and	make sentences	make sentences	make sentences	make sentences Joining words and
	Joining words and clauses using-and	clauses using-and	Joining words and clauses using-and,	Joining words and clauses using-and,	Joining words and clauses using-and,	clauses using-and,
	clauses using-and	ciauses using-and	because, so	because, so, but	because, so, but	because, so, but
	Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units	Build on previous units
Grammar Text	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:
	Sequencing sentences to	Sequencing sentences	Sequencing sentences	Sequencing sentences	Sequencing sentences	Sequencing sentences
	form short narratives	to form short narratives	to form short narratives	to form short narratives	to form short narratives	to form short narratives
	Build on previous year	Build on previous year	Build on previous year	Build on previous year	Build on previous year	Build on previous year
	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:	& focus on:
	Separation of words with	Separation of words with	Separation of words with	Separation of words with	Separation of words with	Separation of words with
	spaces Capital letters	spaces Capital letters	spaces Capital letters	spaces Capital letters	spaces Capital letters	spaces Capital letters
Grammar	Capital letters	Full Stops	Capital letters for names	Full Stops	Full Stops	Full Stops
Punctuation		i dii Olopa	Capital letters for	Question mark	Question mark	Question mark
			personal pronoun I	Exclamation mark	Exclamation mark	Exclamation mark
			Full Stops	Capital Letters for	Capital Letters for	
			Question mark	names and	names and	
			Exclamation mark	personal pronoun – I	personal pronoun – I	





	Joining words and joining clauses using 'and' 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





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 Recount: Letter	Narrative: Setting Narrative Purpose: To narrate Recount: Diary	Narrative: Finding Narrative Purpose: To narrate Instructions: How to build a habitat	Narrative: Return Narrative Purpose: To narrate Information: Jungle	Narrative: Banning Narrative Purpose: To narrate Persuasion: Persuasive	Narrative: Invention Narrative Purpose: To narrate Explanation: How a machine works
Witting Fullpose	Purpose: To inform	Purpose: To recount	Purpose: To instruct	Animals Purpose: To inform	Letters Purpose: To persuade	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.gful, - 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:





	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	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	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	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	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	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	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)
Terminology	noun, noun phrase	e, statement, question, excla	mation, command, compour	nd, suffix, adjective, adverb,	verb, tense (past present) a	postrophe, comma





Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome	Narrative: Approach Threat Narrative	Narrative: Fable Narrative	Narrative: Setting Narrative	Narrative: Return Narrative	Narrative: Egyptian Mystery Narrative	Narrative: Lost Narrative
Writing Outcome	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
& Writing Purpose	Explanation: How to capture the Iron Man	Information: Foxes	Narrative: Setting Narrative	Recount: Letters	Recount: Secret Diary	Recount: Newspaper Report
	Purpose: To explain	Purpose: To inform	Purpose: To narrate	Purpose: To recount	Purpose: To recount	Purpose: To recount
Grammar Word	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how
Grammar Sentence	Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of	how words are related in form and meaning Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	words are related in form and meaning Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Grammar Text	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:	Build on previous units & focus on:





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





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
W 14 0 4	Narrative: Setting Narrative	Narrative: Outsider Narrative	Narrative: Myth Narrative	Narrative: Twisted Narrative	Narrative: Refugee Narrative	Narrative: Invention Narrative
Writing Outcome	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
& Writing Purpose	Recount: Newspaper Report	Information: Polar Bears	Information: Defeating a Viking monster	Persuasion: Letter	Recount: Diary	Recount: Jacques Cousteau Biography
	Purpose: To recount	Purpose: To inform	Purpose: To inform	Purpose: To persuade	Purpose: To recount	Purpose: To recount
Grammar Word	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	Build on previous units & focus on: Grammatical difference between plural and	Build on previous units & focus on: Grammatical difference between plural and	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 Sentence	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	possessive -s Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	possessive -s Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	possessive -s 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 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





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





Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	Where We Once Stood	FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome	Narrative: Exploration Narrative	Narrative: Setting Narrative	Narrative: Cliffhanger Narrative	Narrative: Character Narrative	Narrative: Survival Narrative	Narrative: Dilemma Narrative
writing Outcome	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Writing Purpose	Recount: Formal Report	Recount: Letter	Recount: Formal Journal Entry	Recount: Newspaper Report	Explanation: Survival Guide	Discussion: Balanced Argument
	Purpose: To recount	Purpose: To recount	Purpose: To recount	Purpose: To recount	Purpose: To explain	Purpose: To discuss
Grammar Word	Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	Build on previous units & focus on: 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: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Indicate degrees of possibility using modal verbs.	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs.	Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
Grammar Text	Build on previous year & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials





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





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
				Narrative: Suspense Narrative		
	Recount: Diary	Narrative: Flashback Narrative	Narrative: Discovery Narrative	Purpose: To narrate	Narrative: Endurance Narrative	Narrative: Dual Narrative
	Purpose: To recount	Purpose: To narrate	Purpose: To narrate	Recount: First Person Narrative	Purpose: To narrate	Purpose: To narrate
Writing Outcome				Purpose: To narrate		
& Writing Purpose	_			Discussion: Balanced Argument		
	Recount: Bravery Speech Award	Recount: Newspaper Report	Explanation: Adaptation	Purpose: To discuss	Recount: Magazine Article	Persuasion: Letter
	Purpose: To recount & inform	Purpose: To recount	Purpose: To explain	Information Text: Wolves	Purpose: To recount	Purpose: To persuade
				Purpose: To inform		
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





Terminology Structure superopriate to formal S	PRIMARY SCHOOL						PRIMARI SCHOOL		
Grammar Text A focus on: Linking ideas within and across paragraphs using a wider range of chesive devices – adverbials Semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses Informal speech (vocabulary / word) Synonyms Synonyms Synonyms					in informal speech		the use of the subjunctive form in some very formal speech and writing		
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) Synonyms Crammar Punctuation Colons to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at two main clauses (sentence) Formal speech (vocabulary / word) Synonyms Crammar Punctuation Colons to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Subjunctives Colons to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Subjunctives Colons to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Subjunctives Colons (to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Subjunctives Colons (to introduce a list and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Subjunctives Colons (to introduce a list and semi-colons for more elaborate lists Use commas to punctuation Use dambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as the boundary between independent clauses Punctuation Use dambiguity Antonyms Passive voice Active voice Active voice Michael Punctuation Use dashes, brackets Active voice independent clauses Colons (to introduce a list) Use commas to punctuation Use tashes, brackets Active commas to punctuation Use dashes, brackets Active commas to punctuation Use dashes, brackets Active	Grammar Text	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices –	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, subheadings, columns and captions to structure	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-	& 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, subheadings and bullets to	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and subheadings to structure	& focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices –		
		& 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)	& 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)	& focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech	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	& 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	& focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity Antonyms Passive voice		
	Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points							