







PHIA Writing Knowledge Progression and Overview

Reception	Amazing Me! 	We can solve it! 	Winter wonderland 	Superheroes and Villains 	Real Life Superheroes 	Under the Sea 	An Animal Adventure 
Entertain STORIES – POETRY – DESCRIPTION OF CHARACTER AND SETTINGS.	Colour Monster and Colour Monster goes to school- personal reflection adjectives (oracy)	Naughty Bus - Character description – feelings and how he has changed (oracy, pictures, shared writing)		Using pictures to sequence the story of Supertato Orally reflecting on what their super power would be description		Poetry- speaking and listening Using descriptive words and rhymes	
Inform RECOUNT – LETTER – DIARY – INSTRUCTIONS – NEWSPAPER – BROCHURE				Wanted poster on Evil Pea News report on events in supertato	Nonfiction heroes Fact file on real life heroes		
Persuade ADVERTISING- LETTERS – POSTERS					Advertisement videos on who to call if you need help.	Persuasive poster to save beaches/oceans	
Discuss News article (both sides)- arguments – reviews			Blue Penguin: both points of view between the black and blue penguin				Should animals live in sanctuary or in the wild? Point of view from the animal / point of view of children. Role play court room deciding if the animals should be let free.

Year 1				 	 		
Entertain STORIES – POETRY – DESCRIPTION OF CHARACTER AND SETTINGS.	Re-telling Beegu (story sequencing) Character description		Nutcracker – character descriptions (oracy)	To write instructions to create a bird feeder.		Narrative – Patten's Pumpkin	Haiku poems Rhyming poems
Inform RECOUNT – LETTER – DIARY – INSTRUCTIONS – NEWSPAPER – BROCHURE		Astro girl – fact file		Letter - writing a letter to the Giants	Outside / weather poetry Alliterative		
Persuade ADVERTISEMENT- LETTERS – POSTERS				Persuasive poster about saving planet earth	ADVERTISEMENT – Create an advert to save the environment		Advertisement on India Holiday brochure
Discuss						News report	

News article (both
sides)- arguments –
reviews

Both sides of the flood
Before, it was bad and
then after became
good.

Year 2	 	 	 		 Statutory Assessments	
Entertain STORIES – POETRY – DESCRIPTION OF CHARACTER AND SETTINGS.	Retelling of Rapunzel	Winter poems		Narratives (writing in the role of character)		Leavers poems
Inform RECOUNT – LETTER – DIARY – INSTRUCTIONS – NEWSPAPER – BROCHURE	Letter to Vashti offering advice for learning.	Diary / Recount of trip	Letter home Shackleton's biography	Diary entry	Instructions on how to build a hedgehog home Fact files	
Persuade ADVERTISEMENT-LETTERS – POSTERS						Persuasive letter to MP to save environments / help with British wild life.
Discuss News article (both sides)- arguments – reviews		Newspaper article				

Year Group: EYFS (ELG)	Content: Substantive Knowledge				Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	Disciplinary Knowledge
	Composition	Spelling	Handwriting	Grammar, Punctuation and Spelling	Initial blocks of knowledge to prepare them for Year 1 expectations.	First experiences and foundations being built of the key elements.	See Appendix 1
	<p>EXPERIENCES - to talk about stories and experiences showing awareness of the listener - develop own narratives and explanations by connecting ideas and events</p> <p>PLANNING - make simple story maps and add captions and labels</p> <p>READ ALOUD - tell and perform simple stories</p>	<p>To know a range of phonemes:</p> <ul style="list-style-type: none"> - apply to simple CVC words - use phonic knowledge to spell words - spell some irregular common words correctly - write simple rhyming strings, following pattern 	<ul style="list-style-type: none"> -To know how to sit correctly at a table -To know how to use writing tools effectively -To know how to begin to form letters using the cursive script -To recognize and know how to write letters in own name 	<ul style="list-style-type: none"> -To know how to use a capital letter for start of name and for 'I' -To know what a vowel is -To know what a consonant is -To know to leave spaces between words 			
Year Group: 1	Content: Substantive Knowledge				Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	Disciplinary Knowledge
	Composition	Spelling	Handwriting	Grammar, Punctuation and Spelling	Build on phonics knowledge to support knowledge of CEW and high frequency words and words of phonemes already taught.	Elements taught will be revisited and supported as they transition to Year 2	See Appendix 1
	<p>EXPERIENCES - develop sentence writing</p> <p>PLANNING - say out loud what they are - going to write about</p> <p>DRAFTING - compose a sentence orally before writing it - sequence sentences to form short narratives</p> <p>EDITING - re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils</p> <p>READ ALOUD their writing, clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> -To know how to spell words containing each of the 40+ phonemes already taught - To know how to spell common exception words - To know how to spell the days of the week -To know the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - To know how to add prefixes and suffixes: - To know how to use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs -To know how to use the prefix un- - use -ing, -ed, -er and -est where no change is 	<ul style="list-style-type: none"> - To know how to sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - To know how to form capital letters - To know how to form digits 0-9 - understand which letters belong to which handwriting 'families' (ie, letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> - To know how to use and apply understanding of concepts set out in Appendix 2 - To know to leave spaces between words - To know how to join words and clauses using and - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - use grammatical terminology when discussing writing. 			

		<p>needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> - To know how to apply simple spelling rules, as listed in Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far. 					
Year Group: 2	Content: Substantive Knowledge				Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	Disciplinary Knowledge
	Composition	Spelling	Handwriting - Letter join	Grammar, Punctuation and Spelling	Develop accurate and speedy word-reading skills	End of KS1 assessments	See Appendix 1
	<p>EXPERIENCES</p> <ul style="list-style-type: none"> - develop positive attitudes and stamina for writing by tackling a range of genres: -write narratives about personal experiences and those of others (fiction and real) -write about real or current events -write poetry -write for different purposes <p>PLANNING - consider what they are going to write before beginning</p> <ul style="list-style-type: none"> -plan or say out loud what they are going to write about <p>DRAFTING - write down ideas/and or key ideas including new vocabulary</p> <ul style="list-style-type: none"> -encapsulate what they want to say, sentence by sentence <p>EDITING - make simple additions, revisions and corrections to their own writing:</p> <ul style="list-style-type: none"> -evaluate their writing with their teacher and other pupils -re-read to check that their writing makes sense 	<ul style="list-style-type: none"> -To know how to segment spoken words into phonemes and representing these by graphemes spelling many correctly. -To know new ways of spelling phonemes and learn some words with each spelling, including a few common homophones. -To know how to spell common exception words -To know how to spell more words with contracted forms -To know the possessive apostrophe -To know how to distinguish between homophones and near-homophones. -To know how to add suffixes to spell longer wrds including -ment, -ness, -ful, -less -ly 	<ul style="list-style-type: none"> -To know how to form lower-case letters of the correct size relative to one another. -To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are best left unjoined. -To know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -To know to use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> - To know and use and apply understanding of concepts set out in Appendix 2. -To know how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - To know and use sentences with different forms: statement, question, exclamation, command. - To know and use expanded noun phrases to describe and specify - To know and use the present and past tenses correctly and consistently including the progressive form. - To know and use subordination and co-ordination - To know and use features of written Standard English -To know, use and understand grammatical terminology when discussing writing 	<p>Compose individual sentences orally and then write them down</p> <p>Spelling to be developed and recognise the connection between the way the word is said and how it is spelt</p>	<p>Progressing to LKS2</p>	

	<p>READ ALOUD- their writing with appropriate intonation to make the meaning clear</p>	<p>-To know how to apply spelling rules and guidance, as listed in Appendix 1</p> <p>-To write from memory simple sentences dictated by the teacher that include words using the grapheme phoneme correspondences and common exception words taught so far.</p>					
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Appendix 1: Genre progression

<u>Recount- Writing to inform</u>			<u>Purpose</u>	<u>Types</u>
TO KNOW that this form of writing can be used to inform. To know that recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.			To know how to retell events in time order To know how to give an account of an event or experience To know how to write in chronological order	Letter- Write up of a trip Journalistic article Diary/Journal
<u>Year group</u>	<u>Text organisation</u>	<u>Sentence features</u>	<u>Grammatical features</u>	<u>Punctuation</u>
Reception	-Oral retelling of events using time words and past tense -Simple sentence recounting the event spoken and then written -Greeting and sign off	-Use of simple sentence structures	-Nouns and verbs correct CEW spelt in line with Sounds Write-knowledge	-capital letters -Full stops -Finger spaces
Year 1	-Title -Introductory sentences to show- who, what, when, where and why -Series of sequences demarcating the passing of time -Simple ending	-Use of simple sentence structures -Use of time conjunctions at the start	-Noun -Past tense verbs -Adjectives -Time conjunctions to show chronological order -Coordinating conjunctions to join sentences together	-spaces to separate words -Full stops -Capital letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I
Year 2	-Title -Clear introduction and conclusion -Ideas begun to be organised into chronological paragraphs demonstrating the passing of time -Coherency within sentences	-Subject verb agreement within sentences and throughout -Simple adverbs to express how to do an action -Noun phrases to describe -Time conjunctions to show chronological order -Reflective language	-Noun and noun phrase -Progressive verb form -Subordinating and coordinating conjunctions -Consistent use of tense throughout the piece -Adverbs to show when and how -Adding 'er' and 'est' to show comparisons in adjectives. -Third person	-Full stops -Capital letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I apostrophe for contraction -Possessive apostrophe for singular nouns -commas in a list
Year $\frac{3}{4}$ locality schools headlines for transition	-Title -Introduction to give a clear understanding of what the text will be about -Concluding paragraph to summarise the overall impact -Links between sentences and paragraphs to navigate the reader -Paragraphs organised around key events -Elaboration within paragraphs to develop: description, action and feelings	-Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	-adverbs of time -adverbs of place -adverbs of manner -adverbs to show how often -nouns and pronouns used for clarity and cohesion -A wider range of conjunctions -Correct use of simple present, present progressive and present perfect -Fronted adverbials -Implied second person	-Apostrophes to mark singular and plural possession. -Commas in a list -Commas after fronted adverbials -Inverted commas if using quotations -Brackets

<u>Instructions-Writing to inform</u>			<u>Purpose</u>	<u>Types</u>
TO KNOW the rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving			To know how to tell how to do or make something To know how to give information on how to complete a task To know how to describe a process in chronological order	Fact file Poster Science experiment Instructions
<u>Year group</u>	<u>Text organisation</u>	<u>Sentence features</u>	<u>Grammatical features</u>	<u>Punctuation</u>
Reception	-Oral retelling of how to make and do something -Simple sentence containing imperative verb at the start spoken and then written. -A fact to accompany a theme	-Use of simple sentence structures	-Nouns and verbs correct -Use an adjective to describe a noun CEW spelt in line with Sounds Write-knowledge	-Capital letters and full stops
Year 1	-Title or Goal -List of equipment/Materials Numbered steps	-Use of simple sentence structures -Imperative verbs to start sentences -Lists	-Nouns -Imperative verbs -Present tense verbs Adjectives -Time conjunctions to show chronological order	-spaces to separate words -Full stops -Capital letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I
Year 2	-Goal-outline statement about what will be achieved. -sequenced steps to achieve the goal. -Diagrams and illustrations to support the process.	-Imperative verbs used for clarity -Simple adverbs to express how to do an action -Noun phrases to describe	-Noun and noun phrase -Progressive verb form -Subordinating and coordinating conjunctions -Consistent use of tense throughout the piece -Adverbs to show when and how -Adding 'er' and 'est' to show comparisons in adjectives. -Third person	-Full stops -Capital letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I apostrophe for contraction -Possessive apostrophe for singular nouns -commas in a list
Year $\frac{3}{2}$ locality schools headlines for transition	-Goal-outline statement about what will be achieved -Ingredients and equipment lists are outlined clearly -Tips and suggestions and precautionary advice embedded in the text.	-Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	-adverbs of time -adverbs of place -adverbs of manner -adverbs to show how often -nouns and pronouns used for clarity and cohesion -A wider range of conjunctions -Correct use of simple present, present progressive and present perfect -Fronted adverbials -Implied second person	- Apostrophes to mark singular and plural possession. -Commas in a list -Commas after fronted adverbials -Inverted commas if using quotations -Brackets

Information-Writing to inform			Purpose	Types
TO KNOW that this form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of : enquiry, evaluation, information processing, reasoning and problem solving			<ul style="list-style-type: none"> -To know how to describe what things are like (were like) -To know how to inform the reader of a specific subject content 	<ul style="list-style-type: none"> - Research based project -Letter -Information leaflet -
Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Reception	<ul style="list-style-type: none"> -Oral description of an object/person/place or thing -Simple sentence containing an adjective 	<ul style="list-style-type: none"> -Use of simple sentence structure. -Caption Writing-creating facts 	<ul style="list-style-type: none"> -Nouns and verbs correct CEW spelt in line with Sounds Write-knowledge 	<ul style="list-style-type: none"> -Capital letter and full stop
Year 1	<ul style="list-style-type: none"> -Introduction -Ideas grouped into similarities -Use of causal conjunctions -Simple sentences with a capital letter and full stop 	<ul style="list-style-type: none"> -Use of simple sentence structure. -Use of time conjunctions at the start 	<ul style="list-style-type: none"> -Noun -Past tense verbs -Adjectives -Time conjunctions to show chronological order -Coordinating conjunctions to join sentences together 	<ul style="list-style-type: none"> -Spaces to separate words -Full stops -Capital Letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I
Year 2	<ul style="list-style-type: none"> -Clear introduction to classify the subject of the report -Grouping information into specific paragraphs: classification, description, habitats..etc 	<ul style="list-style-type: none"> -Subject verb agreement within sentences and throughout -Simple adverbs to express how to do an action -Noun phrases to describe 	<ul style="list-style-type: none"> -Noun and noun phrase -Simple and Progressive present tense verb form -Subordinating and coordinating conjunctions -Consistent use of tense throughout the piece -Adverbs to show when and how -Causal conjunctions to explain -Adding 'er' and 'est' to show comparisons in adjectives. -First and Third person -Generalising words- many, most, some -Use of technical vocabulary 	<ul style="list-style-type: none"> -Full stops -Capital letters -Exclamation marks -Capital letter for start of sentence, names, personal pronoun-I apostrophe for contraction -Possessive apostrophe for singular nouns -commas in a list
Year 4 locality schools headlines for transition	<ul style="list-style-type: none"> -Clear introduction and conclusion -Paragraphs organised correctly around key ideas Subheadings used to organise information 	<ul style="list-style-type: none"> -Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses -Sentences contain more than one clause using coordination and subordination 	<ul style="list-style-type: none"> -adverbs of time -adverbs of place -adverbs of manner -adverbs to show how often -nouns and pronouns used for clarity and cohesion -A wider range of conjunctions -Correct use of simple present, present progressive and present perfect -Fronted adverbials -First and third person 	<ul style="list-style-type: none"> - Apostrophes to mark singular and plural possession. -Commas in a list -Commas after fronted adverbials -Inverted commas if using quotations and to demonstrate excitement -Brackets

<u>Writing to persuade</u>			<u>Purpose</u>	<u>Types</u>
<p>TO KNOW that this form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing the same way as them.</p> <p>This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving</p>			<p>To know how to make a case for a particular point of view</p> <p>To know how to motivate, move or convince someone towards a certain opinion</p>	<p>Advert</p> <p>Complaint letter</p> <p>Article</p> <p>Brochure</p>
<u>Year group</u>	<u>Text organisation</u>	<u>Sentence features</u>	<u>Grammatical features</u>	<u>Punctuation</u>
Reception	-A poster that has a picture and writing to accompany it with further explanation.	-A simple, coherent sentence that can be read back by themselves or others.	<ul style="list-style-type: none"> - Commands - Phonetic attempts - CEW spelt in line with Sounds Write-knowledge 	<ul style="list-style-type: none"> - Finger spaces - Full stops - Understanding of exclamation marks
Year 1	<ul style="list-style-type: none"> - Introduction -blurb -Heading -Subheading -Captions -Pictures 	<ul style="list-style-type: none"> - Short phrases to convey ideas. -Short slogans to catch the reader's eye for a protest. - Verbal spoken word development 	<ul style="list-style-type: none"> -Imperative verbs -To use the plural 's' 'es' -To use the prefix 'un' -To use the suffix 'ing' -To use the suffix 'ed' 	<ul style="list-style-type: none"> - Capital letters and full stops - Exclamation marks - Question marks
Year 2	<ul style="list-style-type: none"> -clear introduction and conclusion -Paragraphs organised around key ideas/subject and issue -Use of subheading to navigate the reader -Topic sentences to navigate the paragraph 	<ul style="list-style-type: none"> -Variation in sentence structures: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate clauses Rhetorical questions -Turning opinion into fact -Emotive language 	<ul style="list-style-type: none"> -adverbs of time -adverbs of place -adverbs of manner -adverbs to show how often -nouns and pronouns used for clarity and cohesion -A wider range of conjunctions -Correct use of simple present, present progressive and present perfect -Fronted adverbials -First and third person -standard English 	<ul style="list-style-type: none"> - Apostrophes to mark singular and plural possession. -Commas in a list -Commas after fronted adverbials -Inverted commas if using quotations and demonstrate excitement -Brackets
Year $\frac{3}{4}$ locality schools headlines for transition	<p>Headings, subheadings or paragraphs to organise ideas into logical sections</p> <ul style="list-style-type: none"> -Exaggerated language to describe the product benefits. - Alliteration - Paragraphs: intro, main body (reasons supported by evidence); conclusion. - Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks. 	<p>An opening statement (thesis) that sums up the viewpoint being presented.</p> <ul style="list-style-type: none"> - Strategically organised information presents and then elaborates on the desired viewpoint. - A closing statement repeats and reinforces the original thesis. 	<p>Revisit and consolidate knowledge from KS1</p> <p>Expressing time, place and cause using conjunctions e.g. when, before, after, so, because</p> <p>Adverbs e.g. then, soon, next</p> <p>Prepositions e.g. before, after, during, in</p> <p>Introductions to paragraphs to aid presentation</p> <p>Use of present perfect form of verbs</p> <p>Headings and subheadings</p>	<p>Comma after adverbial</p> <p>apostrophes to mark possession</p> <p>apostrophes to mark missing letters</p>

<u>Writing to entertain-</u>			<u>Purpose</u>	<u>Types</u>
TO KNOW that this form of writing provides the writer with the opportunity to encourage the reader/listener to engage within their writing.			When an author writes to entertain, they want to interest the reader. Entertaining texts can be happy, sad, or even spooky, but their primary purpose is to draw the reader into the story. Texts that are written to entertain include stories, poems, plays, and songs	Character Description Setting description Poetry Story/narrative
<u>Year group</u>	<u>Text organisation</u>	<u>Sentence features</u>	<u>Grammatical features</u>	<u>Punctuation</u>
Reception	- To learn and perform a poem	-Clear sentence structure with phonically plausible attempts. - Orally rehearsing sentence before writing.	-Adjectives -nouns and verbs correct - CEW spelt in line with Sounds Write-knowledge	-Capital letters for the beginning of sentences and names. -Full stops to make end of sentence. -Finger spaces to separate words.
Year 1	-A short narrative with clear indications on beginning, middle and end.	-Clear coherent sentences that been orally rehearsed. - Phonetically plausible attempts. - Able to share their own work	- Adjectives to describe - Words combined together make a sentences. - 's' 'es' suffix to pluralise - Recognise and use nouns and verbs - To join sentences using 'and' - 'un' prefix - 'ing' suffix - past tense verbs	- Capital letters for beginning of sentences, days of the week and personal pronoun "I". - Full stops - questions marks
Year 2	A clear beginning, middle and end with a build-up, description, problem, resolution and ending. To have a clear story theme or genre; overcome challenge, rags to riches, quest / voyage and return, tragedy and fairy-tales. Begin to group writing into theme paragraphs.	-Expanded noun phrases - Statements, questions,	-adverbs of time -adverbs of place -adverbs of manner -nouns and pronouns used for clarity and cohesion -A wider range of conjunctions -Correct use of simple present, present progressive and present perfect -Fronted adverbials -First and third person -standard English -Powerful verbs and adjectives	Punctuation needed at the beginning and end of a sentence used consistently. Comma after adverbial Inverted commas apostrophes to mark possession apostrophes to mark missing letters
Year $\frac{3}{4}$ locality schools headlines for transition	4 part narratives- Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Preposition Conjunction Subordinates Direct speech Inverted commas	Preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks') determiner pronoun possessive pronoun adverbial	Commas after fronted adverbials (adverbs of time only) indicating possession by using the possessive apostrophe with plural nouns inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Appendix 2: Writing Progression (Fiction and non-fiction)

Year Group: R	<u>Content: Disciplinary Knowledge</u>				
	Text Structure	Sentence construction	Word Structure	Punctuation	Terminology
	<p>Introduce: Planning Tool -Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>*Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme:</p> <ul style="list-style-type: none"> Names Labels Captions Lists Diagrams Message 	<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -ly' openers: <i>Luckily / Unfortunately,</i></p> <p>'Run' - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes - using 'like'</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like'</p>
Year Group:	<u>Content: Disciplinary Knowledge</u>				

1	Text Structure	Sentence construction	Word Structure	Punctuation	Terminology
	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction: -Planning tools: Story map/story mountain</p> <p>-Plan opening around character setting, time of day and type of weather</p> <p>-Understanding- beginning/middle/end to a story -Understanding- 5 parts to a story:</p> <ol style="list-style-type: none"> 1. Opening <i>Once upon a time...</i> 2. Build-up <i>One day...</i> 3. Problem / Dilemma <i>Suddenly.../ Unfortunately...</i> 4. Resolution <i>Fortunately...</i> 5. Ending <i>Finally,....</i> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>-Planning tools: text map / washing line</p> <p>-Heading -Introduction <i>Opening factual statement</i> -Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams -Ending <i>Concluding sentence</i></p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc)</p> <p>Introduce:</p> <p>-Types of sentences: Statements Questions Exclamations</p> <p>-Simple Connectives: <i>And</i> <i>Or</i> <i>But</i> <i>So because</i> <i>So that</i> <i>Then</i> <i>That</i> <i>While</i> <i>when</i> <i>where</i></p> <p>-Also as openers: <i>While..</i> <i>When..</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...</i> <i>Unfortunately,</i> <i>Sadly,...</i></p> <p>-Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>-Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>-Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>-Determiners: <i>The</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> <i>lots of</i> <i>many</i> <i>more</i> <i>those</i> <i>these</i></p> <p>-Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>-Alliteration e.g. dangerous dragon slimy snake</p> <p>-Similes using as....as... e.g. <i>as tall as a house as red as a radish</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>-Capital Letters: Capital letter for names</p> <p>-Capital letter for the personal pronoun I</p> <p>-Full stops -Question marks -Exclamation marks -Speech bubble -Bullet points</p>	<p>Consolidate:</p> <p>-finger spaces -letter -word -sentence -full stops -capital letter - simile-‘like’</p> <p>Introduce:</p> <p>-punctuation -question mark -exclamation mark -speech bubble -bullet points -singular/plural -adjective -verbs -connective -alliteration -simile-‘as’</p>

		<p>-Compound sentences using connectives (coordinating conjunctions) <i>and/or/ but/so</i> e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats</i></p> <p>-Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>-Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>-Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>-Regular plural noun suffixes -s or -es <i>(e.g. dog, dogs; wish, wishes)</i></p> <p>-Suffixes that can be added to verbs <i>(e.g. helping, helped, helper)</i></p> <p>-How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		
Year Group: 2	Content: Disciplinary Knowledge				
	Text Structure	Sentence construction	Word Structure	Punctuation	Terminology
	<p>Consolidate Y1 list</p> <p>Introduce: Fiction -Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids)</p> <p>-Plan opening around character(s), setting, time of day and type of weather</p> <p>-Understanding 5 parts to a story with more complex vocabulary</p> <p>-Opening e.g. <i>In a land far away....</i></p>	<p>Consolidate Y1 list</p> <p>Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters <i>e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</i></p>	<p>Consolidate Y1 list</p> <p>Introduce: -Prepositions: <i>behind</i> <i>above</i> <i>along</i> <i>before</i> <i>between</i> <i>after</i></p> <p>-Alliteration e.g. <i>wicked witch slimy slugs</i></p> <p>-Similes using...like... e.g. ... <i>like sizzling sausages</i></p>	<p>Consolidate Y1 list</p> <p>Introduce: -Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>-Commas to separate items in a list</p> <p>-Comma after -ly opener <i>e.g. Fortunately,....</i> <i>Slowly,....</i></p>	<p>Consolidate:</p> <p>-Punctuation:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points

	<p><i>One cold but bright morning.....</i> -Build-up e.g. <i>Later that day</i> -Problem / Dilemma e.g. <i>To his amazement</i> -Resolution e.g. <i>As soon as</i> -Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. <i>suggest how the main character is feeling in the final situation.</i></p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>-Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>-Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists - what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>-Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p>	<p>-Vary openers to sentences</p> <p>-Embellished simple sentences using adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>-Complex sentences (Subordination) using:</p> <p>-Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried.</i></p> <p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>-Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>-Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>-Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>-List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears</i></p>	<p><i>...hot like a fire</i></p> <p>-Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long , bushy tails.</i></p> <p>-Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>-Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p> <p>-Generalisers for information, e.g. <i>Most dogs....</i> <i>Some cats....</i></p> <p>-Formation of nouns using suffixes such as -ness, -er</p> <p>-Formation of adjectives</p> <p>-using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the purple mash spelling progression.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>-Speech bubbles /speech marks for direct speech</p> <p>-Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>-Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>-Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile - 'as' / 'like'</p> <p>Introduce:</p> <p>-Apostrophe (contractions and singular possession) -Commas for description -'Speech marks' -Suffix -Verb / adverb</p> <p>-Statement -question -exclamation -Command (Bossy verbs)</p> <p>-Tense (past, present, future)</p> <p>-Adjective / noun</p> <p>-Noun phrases</p> <p>-Generalisers</p>
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	Use of the continuous form of verbs in the present and past tense to mark actions in progress (<i>e.g. she is drumming, he was shouting</i>)				
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Appendix 3: Poetry progression

<u>Year group</u>	<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>	<u>Outcomes: Performing, creating, analysing</u>		
Reception	-use and understand recently introduced vocabulary during discussion about poems	-Write simple phrases that can be read by others	<u>Performing</u>	<u>Creating</u>	
			-Use of voice -Presentation	-enjoy making up funny sentences and playing with words -look carefully at experiences and choose words to describe -Make word collections or use simple repeating patterns	
			<u>Types of poems:</u> innovate a well-known rhyme, alphabet list poems, rhyming couplets		
Year 1	-Compose lines of poems and sequence of lines	-leaving spaces -joining words and clauses using and -capital letters for names of people, places, days of the week and the I	<u>Performing</u>	<u>Creating</u>	
			-join in with class rhymes and poems -copies actions -perform poems with repeated phrases	-invent impossible ideas e.g magical wishes -observe details of first hand experiences using the senses and description -list words and phrases or use a repeating pattern or line	
			<u>Types of poems:</u> alliterative list poems, simple riddles, innovate a well-known rhyme		
Year 2	-Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils -Read aloud what they have written with appropriate intonation to make the meaning clear.	-expanded noun phrases to describe and specify -subordination Sentences with different forms: statement, question, exclamation, command -explore exclamation marks, question marks, commas for lists, apostrophes	<u>Performing</u>	<u>Creating</u>	<u>Analysing</u>
			-perform in unison, following the rhythm and keeping time -imitate and invent actions -contemporary and classic poems	-experiment with alliteration to create humorous and surprising combinations -Make adventurous word choices to describe closely observed experiences -create a pattern or shape on the page; use simple repeating phrases or lines as models -simple structured grammar poem -poems that include commands	-Poem review: likes/dislikes/puzzles/patterns. Consider publication and presentation
			<u>Types of poems:</u> acrostic poems, quatrain, shape poems		

<p>Year $\frac{3}{4}$ locality schools headlines for transition</p>	<p>Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising stanzas around a theme - Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>-Use a wider range of conjunctions, including when, if, because, although -Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause -Indicate possession by using the possessive apostrophe with plural nouns - Stanzas as a way to group related material -Expanded noun phrases</p>	<p><u>Performing</u></p> <p>-perform individually or together; speak clearly and audibly -use actions and sound effects to add to poems meaning -explore intonation, tone volume and action -perform free verse poems</p>	<p><u>Creating</u></p> <p>-invent new similes and experiment with word play -use powerful nouns, adjectives and verbs; experiment with alliteration -write free verse; borrow or create a repeating pattern -use language playfully to exaggerate or pretend -use similes to build images and identify clichés in own writing</p>	<p><u>Analysing</u></p> <p>-Read/discuss a range of poems and discuss: - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem -Poems could be sorted into different forms. -Are they easy to sort or are some ambiguous? -Summarise poems -Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have</p>
			<p><u>Types of poems:</u> free verse poems, narrative poems, list poems, haiku/tankas, kennings, calligrams, Q and A poems. Limericks, monologues, metaphor poem.</p>		