

St Mary's Primary School
Writing Priority Objectives

Familiar	Recent	New
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Year	Objective	Key Terminology for Pupils	Autumn:	Spring:	Summer:
R	<p>Early learning goal: Will write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and represent the sounds with a letter or letters. Write simple sentences and phrases which can be read by others.</p> <p>Children have the opportunity to practise their developing writing skills throughout the continuous provision, direct teaching and objective led teaching (adults engaging with children in the environment).</p>	<p>Gross motor skills Aut/ Spr / Sum</p> <p>Funky fingers (Fine motor skills) Aut/ Spr /Sum</p> <p>Handwriting Sum</p> <p>Language (in spoken form) Aut / Spr / Sum</p> <p>Phonics (relating letters to sounds) Aut/Spr/Sum</p> <p>Sentence Sum</p> <p>Capital letter Sp/Sum</p> <p>Finger spacesSp/Sum</p> <p>Full stops Sp/Sum</p>	<p>Aut 1 Theme: emotion coaching Establishing rules and routines, learning how to express and regulate their emotions. Language focus: listening and responding and using language to recreate roles in play. Writing: names and initial sounds</p> <p>Phase 1 phonics work</p> <p>Aut 2 Theme: seasonal changes Developing past and present including families. Language focus: forming questions, who, what, when and why. Writing: initial sounds and beginning CVC words</p> <p>Phase 2 phonics work</p>	<p>Spr 1 Theme: traditional tales Learning familiar tales, recounting narratives and adapting in their own play. Language focus: expressing myself effectively by organising sequencing and clarifying my ideas. Writing: CVC words including phase 2 digraphs</p> <p>Phase 3 phonics work</p> <p>Spr 2 Theme: celebrations (in context of seasonal changes) Understanding similarities and differences between different religious and cultural communities. Language focus: expressing ideas, including the use past, present and future tenses and making use of conjunctions. Writing: phrases, CVC words including phase 3 digraphs</p> <p>Phase 3 phonics (sounds in longer words)</p>	<p>Sum 1 Theme: growing Exploring the natural world around us and understanding important processes and changes. Language focus: Confidently talk about learning, using new vocabulary. Children can independently start using vocabulary which has been introduced to them in learning. Writing: phrases, captions, lists and sentences</p> <p>Phase 4 phonics work</p> <p>Sum 2 Theme: healthy living and roles in society Knowing the importance of and how to keep a healthy body and to talk about the lives of the people around me and their roles in society. Language focus: Children can make comments about what they have heard and ask questions to clarify understanding. Children can engage in back and forth conversation with their teachers and peers. Writing: sentences with CCVC and CVCC words, using all sounds taught</p> <p>Phase 4 phonics work</p>

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1	<p>Can usually correctly spell high frequency words at L&S Phase 5 and the Year One Common Exception words, that have already been taught, and makes phonically plausible attempts at others.</p> <p>Leaves spaces between words.</p> <p>Sits correctly at a table, holding a pencil using correct pencil grip in their preferred hand.</p> <p>Most letters sit correctly on the line.</p> <p>Can write all lower case letters, starting and finishing in the correct place. Most are correctly formed according to school policy.</p> <p>Composes a sentence orally before writing it. Spring</p> <p>Correctly uses, 'and' to join clauses and to complete lists.</p> <p>Most simple sentences and many compound sentences are punctuated correctly Spring</p>	<p>Finger Spaces Aut / Spr / Sum</p> <p>Pencil Grip Aut / Spr / Sum</p> <p>Conjunction Aut / Spr / Sum</p> <p>Capital Letter Aut / Spr / Sum</p> <p>Full Stop Aut / Spr / Sum</p> <p>Question Mark Aut / Spr / Sum</p> <p>Sentence Aut / Spr / Sum</p>	<p>Week 1: Writing to entertain. Guru Hargobind. Grammar: Capital letter, Full Stop, Sentence.</p> <p>Week 2: Writing to entertain. Duni Chan. Grammar: Capital letter, Full Stop, Sentence.</p> <p>Week 3: Writing to inform - questions. Nurses. Grammar: Capital letter, Full Stop, Question, Question Mark.</p> <p>Week 4: Writing to inform. Who works in a hospital? Grammar: Capital letter, Full Stop, Sentence.</p> <p>Week 5 and 6: Writing to entertain. Mary Seacole. Grammar: Capital letter, Full Stop, Sentence.</p> <p>Week 7 and 8: Writing to entertain. Florence Nightingale. Grammar: Conjunctions - 'and'.</p> <p>Week 9: Writing to entertain. Superkid. Grammar: Conjunctions - 'if' and 'when' as repetitive sentences.</p> <p>Week 10 - NA Science</p> <p>Week 11: Writing to express. Grammar: Conjunctions - 'if' and 'when' as repetitive sentences.</p> <p>Week 12 - NA Science Grammar: Conjunctions - 'and'.</p> <p>Week 13 and 14 - RE Nativity Story.</p>	<p>Week 1 and 2: To write to Entertain. RE - Story of the Prophet and the Tiny Ants. Grammar re-cap: Conjunctions 'and' & 'but'. Grammar new: Conjunctions 'because'. (Values at the end.)</p> <p>Week 3 and 4: To write to entertain. The suitcase. Grammar re-cap: Question Marks. Grammar new: Using adjectives to describe. (Suitcase, tea cup, cabin, mountains. Setting description of animal's home.)</p> <p>Week 5: To write to entertain. The welcome.</p> <p>Week 6: 2 days answering question so far, ready to plan our DT what a house needs.</p> <p>Week 7 and 8: To write to inform. Recount of a local walk.</p> <p>Week 9: To write to inform. What does a house need - based on My name is not refugee.</p>	<p>Week 1 and 2 To write to Entertain. RE - Story of the Lost Sheep. Grammar re-cap: Sentences and Punc. Grammar new: Time Conjunctions</p> <p>Week 3: To write to entertain. The Colour Monster. Grammar re-cap: Because Grammar new: When as a conjunction to explain.</p> <p>Week 4 and 5: To write to entertain. The Colour Monster Goes to school. Grammar re-cap: Questions, because, and. Grammar new: NA Consolidation</p> <p>Week 6: To write to express and entertain. Songs and Rhymes. Grammar re-cap: full stops, phonics. Grammar new: NA poetry</p> <p>Week 7 & 8: To write to inform. How are you feeling today? (Molly Potter) Grammar re-cap: Grammar new:</p> <p>Week 9 and 10: To write to entertain. Traditional Tale - Goldilocks. Grammar re-cap: and & because to extend sentences. Grammar new:</p> <p>Week 11 and 12: To write to entertain. Traditional Tale - Beware of the Bears. Grammar re-cap: and & because to extend sentences. (TGDS - so when, but) Grammar new:</p> <p>1 lesson of answer the question - project?</p>

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<p>2</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. YES</p> <p>Can check their work makes sense and spot and correct errors in verb forms. YES</p> <p>Can use some taught adverbs ('-ly) YES</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use coordination (eg: or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. YES</p> <p>Can correctly structure and punctuate statements, commands, questions and exclamations. Most are punctuated correctly.</p>	<p>Capital Letter</p> <p>Full Stop</p> <p>Question Mark</p> <p>Sentence</p> <p>Present tense</p> <p>Past tense Aut,</p> <p>Adverbs</p> <p>Coordinating Conjunction (and, but, so) Aut,</p> <p>Subordinating Conjunction (because, when, after, before, if) Aut,</p> <p>Comma (lists) Aut (adj),</p> <p>Preposition</p> <p>Command</p> <p>Question Aut,</p> <p>Statement</p> <p>Exclamation</p> <p>Noun Phrases Aut,</p>	<p>Week 1 and 2: To write to inform. RE - Diwali Grammar recap: Capital Letter, Full stop. Grammar new: Conjunctions - and & adjectives. Week 3: To Write to inform. Big book of families. Grammar recap: Capital Letter, Full stop. Grammar new: Conjunctions - but.</p> <p>Week 4 and 5: To write to entertain. Narrative- recount of trip. Grammar recap: Capital Letter, Full stop. Grammar new: and but so because</p> <p>Week 6 and 7: To write to entertain. Narrative Setting description Paddington - forest fire. Grammar recap: Capital Letter, Full stop. Grammar new: Adjective and Adverb</p> <p>Week 8 and 9: To write to entertain. Narrative Setting description Paddington - busy train station. Grammar recap: Capital Letter, Full stop. Grammar new: Adjective and Adverb</p> <p>Week 10 and 11: To write to express. Diary in role as Mo Farrah. Grammar recap: Capital Letter, Full stop, Conjunctions -'When'. Grammar new: Past tense, Questions.</p> <p>Week 12: To write to express. Answering the project question. Grammar recap: Capital Letter, Full stop. Grammar new: conjunctions - because, so, if.</p> <p>Week 13 and 14: Writing to entertain. The nativity story. Grammar recap: Grammar new:</p>	<p>Week 1 and 2: To write to entertain. RE - The Story of the Zam Zam Well. Grammar re-cap: Adverbs How Hagga moved searching for water. Grammar new: Preposition, opening sentences from the narrative with where they happened.</p> <p>Week 3: Writing to express - poetry. Deep in the rainforest poem. Developing language for rainforests. Grammar re-cap: Prepositions - where the animals are. (From tree to tree, up high etc.)</p> <p>Week 4 and 5: Writing to entertain. Setting description of rainforest and narrative based on 'Blown Away'. (No outsiders.) Grammar focus : Adverbs and noun phrases</p> <p>Week 6: Writing to express - Informal letter. In role as the Penguin, chdn write a letter to the Rainforest creatures to thank them for their kindness in helping them. Grammar re-cap: Conjunctions already taught: and but because. Grammar new: Conjunctions not yet taught : when, if.</p> <p>Week 7 and 8: Writing to inform. How do humans use the Amazon rainforest? Use information from geography work already learned and taught: Tribes who live there, Farms, Homes, Trade. Grammar re-cap: Questions for sub headings. Grammar new 'ish': Conjunctions: and, but, because, so, when, after, before, if.</p> <p>Week 9: Writing to entertain. The Great Kapok Tree – A new page for the book. Grammar re-cap: Speech Punctuation - Commands beginning with verbs. E.g. "Don't</p>	<p>Week 1 and 2: To write to entertain. RE - The Story of Hanukkah Grammar re-cap: Adjectives Grammar newer: Adverbs and Verbs Focus (Edit and Improve their own writing)</p> <p>Week 3 and 4: Writing to express - poetry. Feeling. Grammar re-cap: Adjectives Grammar new: Conjunctions - when and if. (Edit and Improve their own writing)</p> <p>Week 5 and 6: Writing to entertain. Ravi's Roar Grammar re-cap: Adverbs Grammar new: Exclamations (Edit and Improve their own writing)</p> <p>Week 7 and 8: Writing to entertain. Relaxed Ravi. Grammar re-cap: Conjunctions, Adverbs Grammar new: NA (1 week) (Edit and Improve their own writing & opportunities to innovate/develop own elements to narratives)</p> <p>Week 9 and 10: Writing to inform. Self-care books. Grammar re-cap: Exclamations as sub headings. Grammar new: Writing Lists: x, x, x and x. (Edit and Improve their own writing & opportunities to innovate/develop own elements to info texts)</p> <p>Week 11 and 12: Writing to entertain. Alternative version. Grammar re-cap: Grammar new: (Edit and Improve their own writing & opportunities to innovate/develop own elements to narratives)</p> <p>Week 12: Writing to inform. Science investigation write up. How does exercise affect my body? OR Writing to express. Answering project question.</p>
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cut down the tree." the bravest monkey
whispered gently.

Week 10 and 11:
Writing to inform. Science – Living things and
their habitats.
Grammar re-cap:
Grammar new:

Week 12: RE Salvation.

Grammar re-cap:
Grammar new:

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3	<p>Correctly uses an apostrophe for most common contractions and singular possession. Sometimes correctly used for plural possession.</p> <p>Handwriting is legible and most words are joined. Letters and taught joins are formed correctly according to school policy and all words sit on the line.</p> <p>Can write a range of sentence types (commands, statements, questions, exclamations) and structure these correctly.</p> <p>Can express time and place using adverbs, conjunctions and prepositions: Coordinating (and, but, so, or) and taught simple subordinating conjunctions (because, if, that, when, after, before, while, until, also, even though) are used independently throughout writing to create compound and complex sentences. With reminders, these are used to begin sentences as well as to extend them.</p> <p>Continues to demarcate sentences correctly, using the range of punctuation taught in KS1</p>	<p>Sentence Aut</p> <p>Question Aut</p> <p>Full Stop Aut</p> <p>Comma (lists)</p> <p>Command</p> <p>Statement</p> <p>Exclamation Aut</p> <p>Adverb Aut</p> <p>Preposition Aut</p> <p>Coordinating Conjunction Aut</p> <p>Subordinating Conjunctions (because, when, if, after, before) Aut</p> <p>New Subordinating Conjunctions (while, until, even though) Aut</p> <p>Apostrophe</p> <p>Contraction</p> <p>Possession</p> <p>Expanded Noun Phrase Aut</p> <p>Adverbial Phrase Aut</p>	<p>Week 1 & 2 - Writing to inform. RE. Grammar Focus Conjunctions - and. but. so. because, as. Prepositions - show place and time.</p> <p>Weeks 3-5 - Writing to entertain. Medusa and Perseus. Grammar Focus Adverbs, expanded noun phrases, prepositions.</p> <p>Weeks 6 & 7 - Writing to express. Diary of an ancient Greek. Grammar Focus Questions, Exclamations, conjunctions.</p> <p>Week 8 & 9 - Writing to express. Spartan and Greek Life comparisons. Grammar Focus Conjunctions that explain why and conjunctions that extend.</p> <p>Week 10 & 11 - Writing to inform. British Democracy. Grammar Focus conjunctions in frontal and middle position.</p> <p>Week 12 - Writing to express. Answering project question. Grammar Focus: Persuasive language???</p>	<p>Week 1 & 2 - Writing to inform Grammar Focus: Conjunctions, Prepositions and Time adverbials</p> <p>Week 3 & 4 - Poetry Grammar Focus: Expanded Noun Phrases, Adverbs</p> <p>Week 5 & 6 - Narrative (Oliver's Vegetables) Grammar Focus: Punctuation for direct speech</p> <p>Week 7 & 8 - Writing to inform: Explaining where our food comes from Grammar Focus: Conjunctions, Apostrophes</p> <p>Week 9 & 10 - Writing to inform: Instructions (Recipes) Grammar Focus: Prepositions/Time Adverbials</p> <p>Summer Term:</p> <ul style="list-style-type: none"> - Opportunities to innovate/develop own elements to narratives (creating settings, characters and plot) - Organising paragraphs around a theme - Organisational devices in non-narrative writing (headings and subheadings) 	<p>Week 1 & 2 - Writing to Express - Beegu Grammar Focus: Conjunctions (when if because - while until even though), Prepositions, adverbials for how and when.</p> <p>Week 3 & 4 Writing to inform - We are Family Grammar Focus: New conjunctions - however, even though, although. Apostrophe for possession.</p> <p>Week 5 & 6 Writing to entertain. - Little Elliot, Big family. Grammar Focus: Expanded Noun Phrases, Speech Punctuation, Adverbial Openers.</p> <p>Week 7 & 8 Writing to express. Poetry - Under the Love Umbrella - Davina Bell. Grammar Focus:</p> <p>Week 9 & 10 Writing to express and entertain - Narrative, Stoneage Boy...Diary. Grammar Focus: Apostrophes for possession. The fishermen's spears etc. Contracted words (Informal voice of character: she'll be pleased. I won't do it. etc...)</p> <p>Week 11 & 12 Writing to inform and entertain. Science Light information text. (Possibly humorous in the style of Horrible Science.) Grammar Focus: Sentence Types : Exclamation, Command, Question (These would be good as subheadings for the text about light.)</p>

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4	<p>Possessive apostrophe used for regular and irregular plurals, sometimes after reminding.</p> <p>With reminders, an effective mixture of sentence types is used. Subordinating conjunctions are used to create complex sentences.</p> <p>Pronouns are consistently used to avoid repetition and aid cohesion and clarity.</p> <p>Taught conjunctions (since, although, however, in addition, as, meanwhile), adverbs and prepositions are used to express time and clause. These are independently used to begin sentences as well as to extend them.</p> <p>With reminders, fronted adverbials are used to add variety to sentence openings, develop plot/link information and develop descriptions of settings/characters.</p>	<p>Sentence</p> <p>Adverb</p> <p>Preposition</p> <p>Coordinating Conjunction</p> <p>Subordinating Conjunction</p> <p>Possessive apostrophe</p> <p>Pronouns (for clarity)</p> <p>Fronted Adverbial</p> <p>Commas for clarity</p>	<p>Week 1 and 2 To write to inform. Sikhism the 5 Ks. Grammar Recap: Conjunctions. Grammar New: Time adverbials & conjunctions (when he was, one day, three days later, after he heard)</p> <p>Week 3 and 4: Romulus and Remus Grammar Recap: Adverbs. Grammar New: Direct speech. Story section: argument between brothers</p> <p>Week 5 and 6: Writing to entertain. Boudicca Character Description. Grammar Recap: Expanded noun phrases - Adjectives. Grammar New: Pronouns and <i>Synonyms</i>.</p> <p>Week 7: Writing to inform. Gladiators. Grammar Recap: Adjectives. Grammar New: Possessive apostrophes. (The gladiator's swords were mashed from xxxx. fighter's weapons, slave's curse etc. (You wouldn't want to be a Roman Gladiator. Not taught 2021/22 due to Viney Hill residential</p> <p>Week 8 and 9: Writing to express Boudicca's Speech. Grammar Recap: powerful verbs/emotive language Grammar New: Modal Verbs.</p> <p>Week 10 and 11: Writing to inform. Celtic warrior description. Grammar Recap: Possessive apostrophe. Grammar New: conjunctions to explain and extend</p> <p>Week 12 and 13: Writing to express diary entry on the eve of battle. Grammar Recap: powerful verbs Grammar New: fronted adverbials</p> <p>Week 14 - Answering project question.</p>	<ol style="list-style-type: none"> 1. Narrative: Tower to the sun x2 weeks Prepositions 2. Narrative: Energy Island x 2 weeks Fronted Adverbials AND commas for clarity (after an adverbial) 3. Poetry : Renewable Power x 2 weeks Vocabulary focus? Precise verbs and nouns. 4. Writing to inform: Wind Power x 2 weeks Conjunctions (to explain, sequence and contrast) including commas for clarity after a subordinate clause. 5. Writing to express/persuade: Letter in role suggesting ideal location for wind farm x 1 week Apostrophes? 6. Writing to express: Letter to the World Future Council in Costa Rica x 2 weeks Recap of Spring Term Grammar <p>Summer Term GPS Objectives to be covered:</p> <ul style="list-style-type: none"> - Punctuation for direct speech - Creating cohesion - pronouns and nouns to avoid repetition - Present perfect tense??(written in NC but not included in terminology for pupils in appendix 2) 	<p>Week 1 &2: Writing to entertain. Red a Crayon's story. Grammar Focus: Conjunctions, commas for clarity.</p> <p>Week 3&4 : Writing to express and inform. Description of a Viking warrior. Grammar Focus: Expanded noun phrases. Prepositions and Conjunctions.</p> <p>Week 5&6 : Writing to entertain. Pentecost narrative. Grammar Focus: Punctuating direct speech. Fronted adverbials, commas for opening phrases</p> <p>Week 7&8 : Writing to Entertain.. King and King Grammar Focus: Possessive apostrophe. Pronouns. (Understanding possession - pronouns and then words that need an apostrophe.)</p> <p>Week 9&10: Writing to entertain. Giraffe Problems - Jory John. Grammar Focus: Possessive apostrophe.</p> <p>Week 11: Writing to Express. Rock what ya got - Samantha Berger. Grammar Focus:</p> <p>Week 12: Writing to Express. Answering the project question. Is identity how others see us or how we see ourselves? Grammar Focus: Conjunctions to explain point of view.</p>

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5	<p>Uses apostrophes correctly in most writing</p> <p>Uses verb tenses consistently and correctly throughout their writing</p> <p>Makes generally correct and appropriate use of the range of concepts taught in y5: Relative clauses including with an implied relative pronoun (This is the boy [that] I saw.) Expanded noun phrases (I saw the tall, green tree on the hill from my window. Modal verbs Adverbials</p> <p>Continues to use a range of coordinating and subordinating conjunctions effectively (besides, despite, whereas, with, therefore)</p> <p>Uses the range of punctuation taught at KS2 mostly correctly Commas to clarify Punctuation for parenthesis Semi colons, colons or dashes to mark boundaries between independent clauses Colons for introducing lists Correct punctuation for direct speech</p>	<p>Sentence</p> <p>Apostrophe</p> <p>Tense</p> <p>Coordinating Conjunction</p> <p>Subordinating Conjunction</p> <p>Adverbial</p> <p>Comma (for clarity)</p> <p>Relative Clause</p> <p>Relative Pronoun</p> <p>Expanded noun phrase</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Colon and Semi-colon</p>	<p>Writing to inform 2 week unit Fairtrade and religious teachings. Conjunctions</p> <ol style="list-style-type: none"> Setting descriptions - physical and human features of Egypt. 2 weeks <p>Prepositional phrases</p> <ol style="list-style-type: none"> Narrative - Tad Jones 2 weeks <p>Expanded noun phrases</p> <ol style="list-style-type: none"> Writing to inform 1 week - What jobs did people do in Egypt? <p>Conjunctions recap</p> <ol style="list-style-type: none"> Writing to express and inform: Letter describing the discovery of the Rosetta Stone Relative clauses Writing to express- who owns the stone? 2 week unit. Time conjunctions and adverbials 	<p>Spring:</p> <ol style="list-style-type: none"> Writing to inform unit 1: 2 weeks Conjunctions - which conjunction for which job? Full stop or comma - how can we tell which we need? (learning needed before colons/semi-colons) Writing to inform - Science and plastic. Short pieces 2 x 1 week Parenthesis and brackets Writing to express - narrative. 2 weeks. descriptive devices. Writing to express - Greta Thunberg 2 weeks. Colons and semi-colons (*not essential in y5) (will need lesson identifying how we know a sentence has ended. What punctuation can replace a full stop and what never can.) Writing to inform (geog field work - short) 1 week Apostrophes?? Birmingham's/The population's People's City's/cities 1 lesson: To correctly use apostrophes for possession early in sequence followed by starter activities in every subsequent lesson (for the rest of the half term?) Writing to persuade - modal verbs 1 week Science- Forces - recapping and reinforcing commas for clarity <p>Summer Term GPS objectives to cover:</p> <ul style="list-style-type: none"> hyphens Punctuation for direct speech Understanding cohesion and how it can be created 	<p>Summer:</p> <ol style="list-style-type: none"> Writing to Inform - Magazine Interview Humanism. Grammar focus: Multi clause sentence, Colon to introduce main clauses, Parenthesis, Relative clauses. Narrative - where the wild things are. Writing to express. Descriptive devices Writing to express - the Red Tree. Descriptive devices The Artist who painted a blue horse – Text study Authorial devices and intent. Writing to inform and entertain – A self-care guide. Multiclaue sentences . Different ways of opening sentences. Writing to express - Responding to our project question. Grammar re-cap from all term.

				<ul style="list-style-type: none"> - Non-narrative organisational devices (subheadings, bullet points, underlining) - Introducing concept of appropriate register 	
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6	<p>Uses verb tenses consistently and correctly throughout their writing</p> <p>Makes generally correct and appropriate use of the range of concepts taught in y6: Passive verbs Perfect form of verbs to make relationships of time and cause Expanded noun phrases to convey information concisely Modal verbs and adverbs Relative clauses including with an implied relative pronoun</p> <p>Continues to use a range of coordinating (yet, for, nor) and subordinating (moreover, subsequently, consequently) conjunctions effectively</p>	<p>Sentence AUT</p> <p>Tense AUT</p> <p>Coordinating Conjunction AUT Spring</p> <p>Subordinating Conjunction AUT Spring</p> <p>Expanded Noun Phrase AUT</p> <p>Modal verb Spring</p> <p>Adverb/Adverbial</p> <p>Preposition AUT</p> <p>Relative Clause AUT Spring</p> <p>Relative Pronoun AUT Spring</p> <p>Perfect form AUT</p> <p>Passive Voice AUT Spring</p> <p>Semi Colon AUT</p> <p>Colon Spring</p>	<p>Sentence</p> <p>Tense (Past Perfect)</p> <p>Coordinating Conjunction</p> <p>Subordinating Conjunction</p> <p>Expanded Noun Phrase</p> <p>Preposition within ENP and Blitz writing</p> <p>Relative Clause within ENP</p> <p>Relative Pronoun within ENP</p> <p>Perfect form</p> <p>Passive Voice</p> <p>Semi Colon ½</p>	<p>To teach (Spring term)</p> <ul style="list-style-type: none"> - Modal Verbs - Revision of Adverbs/Adverbials - Colons and semi -colons <p>Text level - cohesive devices</p> <p>1: RE: Writing to Inform? 4 English lessons + 3 Project afternoons</p> <p>2. Narrative - Voyage of the Dawn Treader x 2 weeks Current planning: Revision lessons on multi-clause sentences, wider punctuation & speech punctuation Possible 2021 focus: Speech punctuation/dialogue to move a narrative on.</p> <p>3. Writing to express- diary in role. Imagining you were in Whaley Bridge and had to be evacuated. x 1 week Current Planning: 1 week only. No New Grammar. Possible 2021 focus: Adverbs/Adverbials for 1 lesson?</p> <p>4. Writing to Express- poetry x 1 week Current Planning: Vocab level focus Possible 2021: Keep as it is?</p> <p>5. Narrative - A Long Walk to Water x 2 weeks Current Planning: Grammar lesson on colons, final lesson on controlling tense. Possible 2021 Focus: Cohesion across and within paragraphs (openers and planning)</p> <p>6. Writing to express - Village Drill Letters x 2 weeks Current Planning: Sentence level lessons focus on modal verbs, relative clauses, subordinating conjunctions and passive voice.</p>	<p>Week 1: Writing to Inform. Science Living things.</p> <p>Week 2&3: Writing to entertain. Fox and Star. Grammar Focus: Figurative language, openers (conjunction, adverbial, preposition), relative clauses.</p> <p>Week 4&5: Writing to entertain. Wonder Grammar Focus : Speech, Conjunctions, adverbial, prepositions and introduce colons for main clauses.</p> <p>Week 6&7: Writing to Express. Oh the places you'll Go. Grammar Focus: NA rhythm and rhyme focus.</p> <p>Week 8: Writing to Express. Answering our project question.</p>

				<p>Possible 2021: Keep as it is? Modal verbs will be covered through this.</p> <p>7. Science. Writing to inform (and entertain) Not taught in 2020. Opportunity for cohesion in non-fiction.</p> <p>Notes/Things to consider: Y6 Writing in the Spring term needs to continually evidence all required grammar. Sequences should provide sentence level lessons with opportunities to revise and rehearse multiple grammatical features in context. Cohesion can be covered within every sequence within both reading as a writer lessons and at the planning stage.</p>	
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