

| Year 1                        | National Curriculum statements (Appendix 2)   | Writing Opportunities  |
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| Word                          | <p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> | <p><b>Plural noun suffixes:</b> <b>narrative</b> with two characters <i>the dogs went for a walk...they found some sticks...they made some wishes...</i></p> <p><b>Suffixes:</b> <b>recounts</b> <i>I helped my dad...I watched my brother</i></p> <p><b>Prefixes:</b> school <b>rules</b> <i>In our school we are kind...Don't be unkind...In our school we are tidy...don't be untidy.</i></p> |
| Sentence                      | <p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>  | Editing own writing.   |
| Text                          | Sequencing <b>sentences</b> to form short narratives  | Ordering sentences from an example text.   |
| Punctuation                   | <p>Separation of words with <b>spaces</b></p> <p>Introduction to <b>capital letters</b>, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>  | <p><b>Spaces:</b> <b>editing</b> own writing and example texts.</p> <p><b>Capital letters:</b> <b>tickets to events</b> <i>where, when, who... Writing 'all about me'...diary writing I went to the park...</i></p>  |
| <b>Terminology for pupils</b> | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark   |  |

| Year 2 | National Curriculum statements (Appendix 2)   | Writing Opportunities  |
|--------|---|--|
| Word   | <p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i></p> | <p><b>Formation of nouns through compounding:</b> <b>Creation of creatures and characters using compound names</b> e.g. <i>Skillywiggler, supermouse, herodog.</i></p> |

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|                 | <p>(A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>  |  |
| <b>Sentence</b> | <p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p> | <p><b>Subordination:</b> book reviews and recommendations <i>I like this book/film/game because...</i> Simple <b>explanation texts</b> <i>when it rains...because of this... if you want your car to...</i></p> <p><b>Noun phrases: narrative character descriptions</b> <i>the big bear...a black dog...the bird with golden feathers...</i></p> <p><b>Grammatical patterns in sentence:</b><br/> <b>Exclamation sentences:</b> <b>Letters</b> <i>How I wish you were here!...</i> <b>Traditional stories</b> and fairy tales <i>What big teeth you have!...</i> <b>Narrative writing</b> <i>What a lucky escape that was!...</i> Book reviews <i>How amazing this is!...</i> <b>Character description</b> <i>How shiny she looks!...What a wonderful day we had!</i><br/> <b>All the Ws, Short</b></p> <p><b>Questions:</b> Planning and delivering <b>interviews</b> to practise questions, undertaking <b>hot seating</b> to ask questions and then write the responses.</p> |
| <b>Text</b>     | <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>   | <p><b>Past and present tense: Diary writing</b> (past and present) <i>today was...this is making me feel...</i></p> <p><b>Progressive form: sports reports</b> <i>the player is/was running down the line...</i> Describing action in pictures <i>the frogs are/were chasing...</i></p>  |

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| <b>Punctuation</b>            | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> | <p><b>Sentence: proofreading</b> their own and others writing.</p> <p><b>Commas: instructions</b> <i>what you need: pens, paper, pencils...</i> Planning a party (<i>who to invite, games to play, food to eat</i>) ...planning a holiday (<i>what to pack</i>)</p> <p><b>List sentences</b></p> <p><b>Apostrophes:</b> informal <b>letters and diaries</b> <i>Sarah's house, mum's car, Dad's shed...</i></p> |
| <b>Terminology for pupils</b> | <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>   |  |

| Year 3          | National Curriculum statements (Appendix 2)   | Writing Opportunities  |
|-----------------|---|--|
| <b>Word</b>     | <p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> | <p><b>Nouns and prefixes: super-hero descriptions including their super powers</b></p> <p><b>Forms a and an: proof reading</b> their own word and that of others to check for accuracy...writing <b>riddles</b> 'I'm in a... but not in an...'</p> <p><b>Word families:</b> create a <b>class dictionary</b> based on words learnt across the curriculum. Include root words and derivations...Collecting technical and subject specific language in <b>science and mathematics</b> and looking at the roots and derivations of those words.</p> |
| <b>Sentence</b> | <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>   | <p><b>Conjunctions: Instructions, recounts, narrative, explanatory texts:</b> <i>when this has been done... while the boy was swimming...</i></p> <p><b>BOYS Sentences (co-ordinating),</b></p> <p><b>Adverbs: Instructions, recounts, narrative, scientific/explanatory texts:</b></p>  |

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|                               |   | <p><i>next add...then stir...water was added therefore...</i></p> <p><b>As -ly, Doubly -ly ending</b></p> <p><b>Prepositions: Instructions, recounts, narrative, scientific/explanatory texts:</b><br/> <i>after doing this, you should...before we got on the bus...during the night the three bears...the solution began to solidify because of...</i></p> <p><b>_ing, _ed.</b></p>         |
| <b>Text</b>                   | <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> | <p><b>Paragraphs: Reports:</b> paragraphs for each section of the report with the use of headings and sub-headings.</p> <p><b>Headings and sub-headings: reports, instructions</b></p> <p><b>Present perfect: Narrative:</b> within simple dialogue or writing from a first-person/present tense perspective...<br/> <i>"She has left me here" ...He has asked me to play football...</i></p> |
| <b>Punctuation</b>            | <p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>  | <p><b>Direct speech: Narrative:</b> Turning play scripts into dialogue...collect quotes from newspapers and use as models for own writing...<b>text messages</b> (share screenshots of conversations and transform these into dialogue.</p>   |
| <b>Terminology for pupils</b> | <p>preposition, conjunction, word family, prefix , clause, subordinate clause</p> <p>direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>  |   |

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| <b>Year 4</b> | <b>National Curriculum statements (Appendix 2)</b>   | <b>Writing Opportunities</b>  |
| <b>Word</b>   | <p>The grammatical difference between <b>plural</b> and <b>possessive</b> – s</p> <p>Standard English forms for <b>verb inflections</b> instead of local</p> | <p><b>Plural and possessive –s: Proof reading</b> and re-drafting to ensure plurals and possessives are correctly punctuated.</p> |

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|                               | spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]  | <b>Standard English, verb inflections:</b><br><b>Proof reading</b> and re-drafting to ensure subject and verbs agree.   |
| <b>Sentence</b>               | <p><b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</p> <p>Extending the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although</p> | <p><b>Expanded noun phrases: Narrative, reports:</b> <i>the polar bears with thick white fur...the isolated forests of northern Europe...</i> <b>2A Sentences</b></p> <p><b>Fronted adverbials: Narrative, reports:</b> <i>Later that day, the reindeer wandered...Swooping through the skies, the swallows seek their prey...</i><br/><b>Emotion, comma</b></p> <p><b>Conjunctions: Narrative:</b><br/>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then hemight have got to school on time.<br/>With a smile, Greg waved goodbye.<br/><b>If, if, if, then.</b><br/><b>With a(n) action, more action</b></p> |
| <b>Text</b>                   | <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>  | <p><b>Paragraphs: Reports, narrative, explanations.</b></p> <p><b>Cohesion: editing and proof reading</b> own writing and example texts<br/><b>Verb, person</b></p>   |
| <b>Punctuation</b>            | <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>  | <p><b>Inverted commas: Narrative</b> writing (<i>model adding dialogue to develop action and characterisation</i>).</p> <p><b>Apostrophes for plural possession: narratives</b> with lost possessions <i>the elephant's pink rubber duck, the astronaut's silver spaceship...</i></p> <p>Use of commas after <b>fronted adverbials: Reports, narrative, explanations.</b></p>   |
| <b>Terminology for pupils</b> | Determiner, pronoun, possessive pronoun, adverbial   |   |

| Year 5                        | National Curriculum statements (Appendix 2)  | Writing Opportunities  |
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| <b>Word</b>                   | Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ]<br><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ]   | <b>Creating verbs using suffixes:</b><br><b>Scientific, explanatory, persuasive and procedural writing:</b> insects <i>pollinate</i> ...this product will <i>beautify</i> ...scientists <i>purify</i> the solution by... some doctors <i>specialise</i> in...  |
| <b>Sentence</b>               | <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun<br><br>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]  | <b>Relative clauses: Reports, recounts:</b> <i>the children, who had been to ... the dolphins, which are a type of mammal...</i><br><b>Noun, which/who/where</b><br><br><b>Degrees of possibility (adverbs and modals): Persuasive writing:</b> this product <i>could</i> ...buy this and it <i>will</i> ...<br><b>2 pairs sentences</b>                                 |
| <b>Text</b>                   | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]<br><br>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before] | <b>Cohesive devices: Instructions, recounts, narrative:</b> (adverbials of time) <i>first...earlier in the day...</i><br><b>Narrative:</b> (adverbials of place) in a dark forest...over the hill<br><br><b>Past perfect: Recounts and narrative:</b> the children <i>had tried</i> ...some of the class <i>had walked</i> ...earlier in the day the owls <i>had</i> ... |
| <b>Punctuation</b>            | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity  | <b>Parenthesis:</b><br><b>Recounts (newspapers):</b> <i>the witness (aged 54) ...</i><br><b>Play scripts:</b> <i>stage instructions...</i><br><b>3 bad – (dash) question?,</b><br><b>Name – adjective pair – sentences,</b><br><b>3 __ed</b>   |
| <b>Terminology for pupils</b> | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity   |  |

| Year 6   | National Curriculum statements (Appendix 2)  | Writing Opportunities   |
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| Word     | <p>The difference between vocabulary typical of <b>informal speech</b> and vocabulary appropriate for <b>formal speech</b> and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as <b>synonyms and antonyms</b> [for example, <i>big, large, little</i>].</p>   | <p><b>Formal/informal vocabulary:</b><br/> <b>Discussion texts, persuasive texts, explanations</b> that use formal and impersonal language...Letter writing (formal/informal)...blog writing (informal)</p> <p><b>Synonyms and antonyms:</b><br/> <b>Editing and redrafting</b> – amending word choices for effect.</p>   |
| Sentence | <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> | <p><b>Passive voice: Science write-ups:</b> <i>Water was added to the solution...</i> <b>Explanatory and procedural texts:</b> <i>oxygen is transported around the body by red blood cells...</i> <b>Recounting events:</b> <i>evacuees were transported by trains...</i><br/> <b>Formal persuasive texts:</b> <i>it was proven...it cannot be tolerated</i> <b>Reports:</b> <i>lizards are found...predators were introduced...</i></p> <p><b>Subjunctive form: Dreams and aspirations:</b> <i>if I were...</i> (conditional clause) <b>Hypothetical and speculative statements:</b> <i>If all the world were paper, and all the sea were ink...</i> <b>Discussion texts:</b> <i>It could be claimed that...it is possible that...some could claim that...</i> (note links to modal and passive in these constructs)</p> |
| Text     | <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices:</b> repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>  | <p><b>Cohesive devices:</b><br/> <b>Discussion texts:</b> logical conjunctions such as <i>so...that...as...therefore;</i> adverbials such as <i>however...on the other hand...in contrast...</i> <b>Persuasive writing:</b> repetition of ideas<br/> <b>Explanations:</b> use of causal conjunctions for coordination and subordination such as <i>because, so, if, when</i><br/> <b>The more, the more</b></p>   |

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|                                      |  | <p><b>Layout devices: Non-narrative writing</b> organised with a range of layout devices.</p>   |
| <p><b>Punctuation</b></p>            | <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> | <p><b>Semi-colons, colons and dashes:</b></p> <p><b>Discussion and persuasive texts:</b> ideas extended using semi-colons</p> <p><b>De:De Sentence, Some; others</b></p> <p><b>Imagine 3 examples:</b></p> <p><b>Emotion – consequence</b></p> <p><b>Tell: show 3 examples; sentences</b></p> <p><b>Bullet points: writing rules</b> such as a set of class rules...<b>procedural texts</b> in science and DT lists of equipment...directions to follow (combined with use of imperative form)</p> <p><b>Hyphens:</b> write kennings for various purposes <i>e.g. shirt-ironer, graze-cleaner, lunch-packer: that's my mum...</i>create a hyphenated word-bank...</p> |
| <p><b>Terminology for pupils</b></p> | <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>  |   |