

Intent: To foster a love for writing by immersing pupils in high quality texts that ignite and inspire their imaginations. Pupils are engaged and motivated to write for a range of purposes and audience and are provided with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

	Components:			Purposes for Writing:			
Transcription-	Transcription-	Transcription -	Transcription –	Writing to entertain	Writing to inform	Writing to persuade	
Handwriting	Spelling	Grammar	Punctuation	Story, Narrative, Description,	Recount, Letter, Instructions,	Argument, Review, Letter, Leaflet,	
Composition			Poetry, Play script	Poster, Explanation, Biography, Newspaper, Report	Advert, Speech, Debate		

Guiding Principles:

- Genres are to be sequenced throughout the term with a range of audiences being explored and will be revisited over the year
- Planning will follow the teaching and learning sequence of : Immerse/Analyse/Plan/Write
- Teaching sequences should be linked to your bookshelf texts, the character traits and/or a cross- curricular focus. They should incorporate the grammatical content as outlined in the 8YO
- The content of this 8YO is our minimum offer for all pupils, which can be complimented with additional writing opportunities to reflect the needs and interest of the cohort and fire their interest as authors
- Additional writing opportunities that structure and support writing should be provided as part of/in addition to your sequence (E.g. Slow Writing to focus on specific area/s of Transcription)

EYFS Please follow these links to access our EYFS 'Readiness to Write' progression documents:

Autumn Pre- School Readiness to Write progression.pdf

Autumn Reception Readiness to Write progression.pdf



				Spring					
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7		
	Purpose/Genre: Entertain Character in a setting description	Purpose/Genre: Entertain Narrative	Purpose/Genre: Inform instructions	Purpose/Genre: Entertain Senses Poetry (week 1) Recount (visit)	Purpose/Genre: Inform Non-chronological report	Purpose/Genre: Entertain Story Innovation	Purpose/Genre: Entertain Diary		
	Key Skills: Teach + Practise Word: • Add suffixes where no change is needed to the root of the word - ed • Word class (verbs) • Word class (adjectives)	Key Skills: Teach + Practise Word: • Add suffixes where no change is needed to the root of the word - ing,	Key Skills: Teach + Practise Word: • Word class (imperative verbs) • Word class (adverbs)	 Key Skills: Teach + Practise Word: Word class (past tense verbs) Add suffixes where no change is needed to the root of the word -ed 	 Key Skills: Teach + Practise Word: Word class (present tense verbs) Add suffixes where no change is needed to the root of the word -ed 	 Key Skills: Teach + Practise Word: Use plural noun suffix -es Change the meaning of verbs/adjectives by adding the suffix - un 	Key Skills: Teach + Practise Word: • Add suffixes where no change is needed to the root of the word - er, -est		
Year 1	 Key Skills Sentence: Join sentences using 'and' (G) Sequence sentences (link by pronoun) Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Classify nouns & adjective in own writing Use capital letters for people and places 	 Key Skills Sentence: Join sentences using 'and' (G) Sequence sentences (link by pronoun) Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Use capital letters for people and places 	 Key Skills Sentence: Join sentences using 'and' (G) Sequence using adverbials of time Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Write a title and subheading New sentence for a new instruction Punctuate using question marks 	 Key Skills Sentence: Join sentences using 'and' (G) Sequence using adverbials of time Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Begin to punctuate using exclamation marks 	 Key Skills Sentence: Join sentences using 'and' (G) Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Write a title and subheading Third person Organising information under sub-headings Writing captions 	 Key Skills Sentence: Join sentences using 'and' (G) Sequence sentences (link by pronoun) Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Use capital letters for people and places Punctuate sentences with exclamation marks 	 Key Skills Sentence: Join sentences using 'and' (G) Sequence using adverbials of time Teach + Practise Orally rehearsing Punctuate sentences with capital letters and full stops (P) Begin to punctuate using exclamation marks Use a capital letter for the personal pronoun 'l' 		
	Dictation Phonics application: ew (revision), a_e Red word application: step 45	Dictation Phonics application: e_e/i_e Red word application: step 46/47	Dictation Phonics application: o_e, u_e Red word application: step 48/49	Dictation Phonics application: Consolidation (step 46-49), -y (happy) Red word application: step 51	Dictation Phonics application: -y (fly), ow (snow) Red word application: step 52/53	Dictation Phonics application: soft c (ice), soft g (gem) Red word application: step 54/55	Dictation Phonics application: Consolidation step 51-55 Red word application: Days of the Week		
	Spe	Presentation should be focused on throughout every teaching sequence. Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf Stories should be inspired by your bookshelf text and could include, but are not limited to; fairy tales, traditional tales, stories in a familiar setting, stories in an unfamiliar setting *Note: A recount should be written following an educational visit and therefor may move inline with date booked.							



	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
C	Purpose/Genre: Entertain Comparative character lescriptions	Purpose/Genre: Entertain Narrative – Story re-tell Key Skills:	Purpose/Genre: Inform Information text Key Skills:	Purpose/Genre: Instructions including introduction Key Skills:	Purpose/Genre: Entertain Narrative diary Key Skills:	Purpose/Genre: Entertain Character in a setting description	Purpose/Genre: Poetry Free verse Key Skills
	Key Skills: Revisit + Practise	Revisit + Practise	Revisit + Practise	Revisit + Practise	Revisit + Practise	Key Skills: Revisit + Practise	Revisit + Practise Expanded noun
(ear 2 7	Capital letters (P) Full stops (P) Word classes – bocusing on nouns and adjectives (G) Expanded noun brases (G) Commas to separate adjectives(P) Use coordinating conjunctions (and, br, but, so) (G) 3rd person (C) Teach + Practise Verbs for movement Adjectives for bersonality traits Apply Interactive character lescription (2 contrasting tharacters)	 Capital letters (P) Full stops (P) Expanded noun phrases (G) Commas to separate adjectives(P) Use coordinating conjunctions (and, or, but, so) (G) 3rd person (C) Past tense Verbs for movement Senses adjectives Adverbials of time for cohesion Teach and practice Editing (punctuation and CEW spelling) Apply Extended narrative re-tell 	 Coordinating (and, so but, or) and subordinating conjunctions: when, because(G) Pronouns (he/she/they) (G) Commas in a list (P) Commas in a list (P) Grouping related content (C) Teach + Practise Apostrophes for possession (G) Grouping related content (C) Subheadings (C) Apply Information text/leaflet	 Capital letters (P) Full stops (P) Word classes (G) Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G) Imperative verbs (G) Adverbs (-ly) (G) Teach + Practise Command sentences Using before and after(wards) as conjunctions Apply Set of instruction 	 Expanded noun phrases (G) Commas to separate adjectives (P) Coordinating subordinating (and, so, but, when, because (G). Past tense Teach + Practise Adjectives (emotions) Question marks (rhetorical) Editing (capital letters including I) Apply Short diary entry	Capital letters (P) • Full stops (P) • Word classes – focusing on nouns and adjectives (G) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use coordinating conjunctions (and, or, but, so) (G) • 3rd person (C) Teach + Practise • Verbs for movement of setting features • Senses adjectives • Adverbials of time for cohesion Apply Short description of setting with setting feature movement	phrases (G) • Rich vocabulary (C) • Commas in a list Teach + Practise • Alliteration Apply Alliterative free verse poem

and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf



	Spring								
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7		
Year 3	Sp1 – Week 1 & 2 Purpose/Genre:Entertain Character in a setting description Key Skills: Revisit + Practise Expanded noun phrases (G) Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) Prounouns (he/she) (G) Adverbs (-ly) (G) Adverbs (-ly) (G) Apostrophes for possession (P) Teach + Practise Subordinating conjunctions: while, before and after (G) Adverbs: introduce 'then', 'next', 'soon' (G) Prepositions: before and after Apply Short description of setting (with character)	Sp1 – Week 3 & 4 Purpose/Genre: Entertain – Narrative Key Skills: Revisit + Practise • Expanded noun phrases with commas to separate adjectives (G) • Coordinating subordinating conjunctions (G) • 3 rd person (C) Teach + Practise • Inverted commas for dialogue • Punctuation within inverted commas • Reporting clause Apply Extended piece with evidence of dialogue between characters	 Sp1 – Week 5 & 6 Purpose/Genre: Inform – Letter or Inform - recount (if relevant e.g. trip) Key Skills: Revisit + Practise Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while (G) Pronouns (he/she/they) (G) Grouping related content (C) Apostrophes for possession and contraction (P) Teach + Practise Pronouns across sentences and paragraphs to avoid repetition (G) Apply Extended piece of narrative 		Sp2 – Week 3 & 4 Assessment Purpose/Genre: Entertain- narrative diary Key Skills: Revisit + Practise • Expanded noun phrases (G) • Commas to separate adjectives(P) • Coordinating subordinating (and, so, but, for) conjunctions when, although, because, before, after, while, including (G). • 3 rd person (C) • Pronouns (he/she/they) (G) • Apostrophes for possession and contraction(P) <i>Teach</i> + <i>Practise</i> • Present perfect form of verbs e.g. <i>He has</i> <i>gone out to play</i> contrasted with <i>He</i> <i>went out to play</i> (G) <i>Apply</i> Short diary entry	Sp2 – Week 5 & 6 Purpose/Genre: Inform- Non- chronological report (based on History topic 'Ancient Egyptians) Key Skills: Revisit + Practise • Expanded noun phrases (G) • Exclamation mark(P) • Question mark (P) • Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) • 3 rd person (C) • Pronouns (he/she/they) (G) • headings • Question marks (P) Teach + Practise • Subheadings for group related content in paragraphs with sub- headings	Sp2 – Week 7 Consolidate		
				<i>Apply</i> Short sections of a leaflet based around a stimulus					
	U	lse handwriting lessons as an c	opportunity to practise words/ser	 In bold should be consoli Id be focused on throughout eventences linked to the bookshelf to the bookshelf to the lessons to practise letters/join 	ry teaching sequence. ext and/or genre (where applicab	le – linked to the handwriting fo	cus)		



Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf



Spring								
Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7		
 Purpose/Genre: Entertain: character in a setting description Key Skills: <i>Revisit + Practise</i> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what if, that, because, although until (G) before and after as conjunctions and prepositions (G) Pronouns across sentences for cohesion (G) Adverbs: -ly, 'then', 'next', 'soon' (G) Apostrophes for contraction and possession (P) Teach + Practise Specific audience and purpose Fronted adverbials of time, place and manner Commas after fronted adverbials 	 Purpose/Genre: Entertain: narrative Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Adverbs: -ly, 'then', 'next', 'soon' (G) Fronted adverbials of time, place and manner (G) Pronouns across sentences and paragraphs for cohesion (G) Commas after fronted adverbials (P) Inverted commas (P) Teach + Practise Specific audience and purpose Punctuation within inverted commas (P) Reporting and adverbial clause (G) 	 Purpose/Genre: Inform: Inform – Letter or Inform- recount (if relevant e.g. trip) Key Skills: <i>Revisit + Practise</i> Present perfect (e.g. she has gone') Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until, before and after(G) before and after as conjunctions and prepositions (G) Pronouns across sentences and paragraphs for cohesion (G) Apostrophes for contraction and possession (P) Teach + Practise Apostrophes for plural possession e.g. girls' clothes 	 Purpose/Genre: Persuade-letter Key Skills: Revisit + Practise Imperative verbs (G) 2nd and 3rd person Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Exclamation marks (P) Rhetorical question-question marks (P) Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until, before and after(G) before and after as conjunctions and prepositions (G) Teach + Practise Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apply Structured letter to persuade relevant audience 	Purpose/Genre: Inform- instructions (link to History topic 'Roman Empire in Britain' if relevant) Key Skills: <i>Revisit + Practise</i> Imperative verbs (G) Adverbs (-ly) (G) Coordinating subordinating conjunctions, including when, because, although, while, before and after (G) 2 nd person (C) Commas to separate items in list (P) Adverbials (P) Adverbs: -ly, 'then', 'next', 'soon' (G) Before and after as conjunctions and prepositions (G) <i>Teach + Practise</i> Preposition phrases (G) Adverbials of manner (G) <i>Apply</i> List of instructions	 Purpose/Genre: Inform-explanation (linked to Science) Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) 3rd person (C) Pronouns (he/she/they) (G) headings Subheadings for group related content (C) Teach + Practise Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as 	 Purpose/Genre: Entertain- playscript Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) Exclamation and question marks (P) Pronouns across sentences and dialogue for cohesion (P) Apostrophes for contraction and possession (P) Teach + Practise Present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play Brackets for stage directions (P) Colon between name and dialogue (P) Apply Short playscript with developed demarcated dialogue between characters 		



	Extended narrative to show beginning/build up/ dilemma, resolution/ ending				
	se handwriting lessons as an opp lling in adherence with <u>https://ass</u>	oortunity to practise words/senter and vice versa; use English	lessons to practise letters/joins	teaching sequence. and/or genre (where applicable you know you have taught	

				Spring			
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 5 Te Ap De de	 urpose/Genre: haracter in Setting Description ey Skills: evisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Colon for more detail (P) Group related material in a paragraph (C) Sub- headings (C) each + Practise Effective adverbials for time, place and manner pply eveloped paragraph with rich etail about senses within a etting 	 Purpose/Genre: Entertain: Narrative Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon for more detail (P) Subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time, place and manner (G) Teach + Practise 	 Purpose/Genre: Inform: Inform- Explanation (link with Geography topic of Central America or Science) Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas for clarity (P) Colon for more detail: to mark independent clause (P) 	 Purpose/Genre: Persuade: letter Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas after fronted adverbials (P) Commas to show parenthesis (P) 	Purpose/Genre: Persuade: balanced argument Key Skills: Revisit + Practise • Use coordinating conjunctions (and/so/but/or/ for/nor/yet) • Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) • Fronted adverbials of time, place and manner (G) • Commas after fronted adverbials (P) • Colon for more detail: to mark independent clause (P) • Semi-colon for independent clause (P) • Brackets and commas to indicate parenthesis (P) • Relative clauses (G)	 Purpose/Genre: Inform: non- chronological or chronological report/ Inform: biography (link with History topic of the Maya) Key Skills: <i>Revisit + Practise</i> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas after fronted adverbials (P) Colon for more detail: to mark 	Consolidate

the handwriting focus)

pendix_1_-_Spelling.pdf



 Devices to aid cohesion: pronouns and conjunctions Repetition of key words (synonyms) Apply Extended narrative to present beginning/build up/dilemma/resolution/ending	 Semi-colon for list (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) Group related material in a paragraph (C) Sub-headings and titles Teach + Practise Pronouns across sentences and paragraphs for cohesion(G) Synonyms for repetition (S) Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as Semi-colon to mark independent clause (P) Apply Developed explanation of process/ context in paragraph/s as a cohesive layout	 Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) apostrophes for possession and contraction possessive pronouns present perfect e.g. <i>he</i> <i>has tried</i>) (G) Teach + Practise Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must Apply Formal or informal letter to execute relevant skills	 Group related material in a paragraph (C) Sub-headings and titles <i>Teach + Practise</i> Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus <i>Apply</i> Extended piece with paragraphs around a supporting view	 Semi- (P) Bracka comm parent Relativ Group materi paragi Sub-h points Teach + Prac Use of cohes paragi after til Link ico paragi advert e.g. la nearby e.g. se Link ico paragi pronot repetiti words
Use handwriting lessons as an o	opportunity to practise words/sei	 In bold should be consolid and be focused on throughout ever intences linked to the bookshelf tex ish lessons to practise letters/joint 	y teaching sequence. xt and/or genre (where applicab	le – linked to the

and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

	Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7	
					Assessment			
Var	Purpose/Genre:	Purpose/Genre:	Purpose/Genre:	Purpose/Genre:	Purpose/Genre:	Purpose/Genre:	Consolidate	
Yea	Character in Setting Description	Entertain: Narrative	Inform: Inform- Explanation	Persuade: letter	5	Inform: non- chronological or		
6						chronological report/		
U	Key Skills:	Key Skills:		Key Skills:		Inform: biography		

ets and has to indicate thesis (P) ve clauses (G) o related ial in a raph (C) headings, bullet and titles trise devices to build from within a raph e.g then, hat, this, firstly deas across raphs using bials of time tter, place e.g. y and number econdly, deas across raphs using uns and tion of key	tets and has to indicate thesis (P) ive clauses (G) or related trial in a graph (C) headings, bullet as and titles Etise devices to build sion within a graph e.g then, that, this, firstly deas across graphs using bials of time ater, place e.g. by and number econdly, deas across graphs using puns and tion of key so			
has to indicate thesis (P) ve clauses (G) o related ial in a raph (C) headings, bullet and titles trise devices to build fion within a raph e.g then, hat, this, firstly deas across raphs using bials of time tter, place e.g. y and number econdly, deas across raphs using uns and tion of key	has to indicate ithesis (P) ive clauses (G) to related irial in a graph (C) headings, bullet is and titles ctise devices to build sion within a graph e.g then, that, this, firstly deas across graphs using bials of time ater, place e.g. by and number econdly, deas across graphs using buns and ition of key s mation around a	-colon for list		
devices to build ion within a raph e.g then, hat, this, firstly deas across raphs using bials of time ater, place e.g. y and number econdly, deas across raphs using uns and tion of key a hation around a	ctise devices to build sion within a graph e.g then, that, this, firstly deas across graphs using bials of time ater, place e.g. by and number secondly, deas across graphs using buns and ition of key s mation around a but	tets and has to indicate othesis (P) ive clauses (G) p related rial in a graph (C) headings, bullet s and titles		
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	I	sion within a graph e.g then, that, this, firstly deas across graphs using bials of time ater, place e.g. by and number becondly, deas across graphs using buns and ition of key s mation around a		

the handwriting focus)



	 Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Commas for parentheses (P) 	 Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) 	tourism or Science) Key Skills:	 Use expanded noun phrases to convey 	Use expanded noun	heritage)
<i>Ap</i> Pa mo	 Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Colon and semi-colon for independent clauses (P) Colon and semi-colon for independent clauses (P) subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time and place (G) colon for more detail (P) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail ach + Practise devices to build cohesion within and across sentences and paragraphs: repetition of a word or a phrase, ellipsis dialogue for advancing action 	 Relative clauses(G) Commas for parentheses (P) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon and semi- colon for independent clauses (P) Subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) adverbials of time and place (G) colon for more detail (P) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail advancing action across sentences and paragraphs using: conjunctions, adverbials, passage of time techniques 	 Revisit + Practise Use expanded noun phrases to convey complicated information concisely (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas after fronted adverbials (P) Colon for more detail: to mark independent clause (P) Semi-colon for list (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) Group related material in a paragraph (C) Sub-headings and titles (C) Pronouns across sentences and paragraphs for cohesion(G) Synonyms for repetition (S) 	 complicated information concisely (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Commas after fronted adverbials of time, place and manner (G) Commas for clarity (P) Brackets, commas and dashes for parenthesis (P) Colon and semi- colon for independent clause (P) Semi-colon for list apostrophes for possession and contraction (if informal) possessive pronouns (G) present perfect e.g. he has tried) (G) 	 Ose explained noun phrases to convey complicated information concisely (G) Relative clauses(G Use use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and ellipsis Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Brackets, commas and dashes for parenthesis (P) Colon and semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) 	 Key Skills: <i>Revisit + Practise</i> Use layout devices e.g. headings, subheadings, columns, bullets or tables to structure text Use bullet points to list information Use expanded noun phrases to convey complicated information concisely (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (G) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) Fronted adverbials of time, place and manner (G) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) Use the semi- colon.
			Teach + Practise		indicate a stronger subdivision of a	colon and dash to mark the boundary

ractise



Extended narrat present beginnir up/dilemma/resc	ng/build develop explanation:	 Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing Apply Formal or informal letter to execute relevant skills 	 sentence than a comma Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus Use the passive to affect the presentation of information in a sentence Apply Extended piece with paragraphs around a supporting view	between independe Teach + Practise Use the criater Use the criater use of ser within lists Use the p affect the presentation information sentence Apply Present information topic in an ambition
	Presentation show	 In bold should be consol Id be focused on throughout ev 		

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

een oendent clauses	
ctise	
he colon to duce a list and of semi- colons in lists the passive to t the entation of nation in a ence	
nation around a nbitious layout	