

YPS Writing	Autumn		Spring		Summer	
R	<ul style="list-style-type: none"> Mark Making Forming individual letters 	<ul style="list-style-type: none"> Mark Making Forming individual letters 	<ul style="list-style-type: none"> Name writing Writing CVC words Beginning to write sentences 	<ul style="list-style-type: none"> Name writing Writing CVC words Beginning to write sentences 	<ul style="list-style-type: none"> Name writing Writing words Writing short phrases and sentences 	<ul style="list-style-type: none"> Name writing Writing words Writing short phrases and sentences
Yr 1	<p>Scaredy Squirrel</p> <p>List Writing Sentence Writing</p>	<p>Lila and the Secret of Rain</p> <p>Invitation Acrostic Poem</p>	<p>Traditional Tales: Range of Traditional Tales The Jolly Postman</p> <p>Retelling a Traditional Tale Creating own Tale</p>	<p><u>Beegu</u></p> <p>Persuasive letter Recount</p>	<p>One day on this blue planet...In the Savannah</p> <p>Non-Chronological report Riddle</p>	<p>Knuffle Bunny & Albert Le Blanc</p> <p>Character Description Dilemma</p>
	<p>Orally composing sentences. Main clause (subject and verb). Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line.</p>	<p>Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line. Use an adjective to describe a noun. Spell the days of the week. Use 'and' to join two items in a list e.g. ghastly and cruel.</p>	<p>Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line. Use an adjective to describe a noun. Use word mats to support spelling of new and ambitious vocabulary.</p>	<p>Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line. Use an adjective to describe a noun. Use suffixes 'est', 'ing', 'ed' and 'er'. Use a capital letter for the pronoun 'I'.</p>	<p>Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line. Use 's' and 'es' for plurals. Begin to use question marks. Use and, but, so and because to join clauses.</p>	<p>Full stops to punctuate main clauses. Capital letters for the start of a sentence. Capital letters for proper nouns. Leaving finger spaces between words. Spelling using phonetically plausible spellings. Forming overground and underground letters. Forming lower case and capital letters starting in the correct place. Writing letters on the line. To being to make choices between synonyms. Using a range of adjectives (i.e. to describe more than colour) Use the prefix 'un'.</p>

			Join two main clauses with the conjunctions and, but, so, because.	Begin to use exclamation marks.	Use specific adjectives.	Use the suffix 'ed'. Sequence sentences using time connectives.
Yr 2	<p><u>Hodgeheg</u></p> <p>Instructions Diamante Poem</p>	<p><u>Orion and the Dark</u> <u>The Owl who was afraid of the dark</u></p> <p>Retelling Setting Description</p>	<p><u>Halibut Jackson</u></p> <p>Diary Kenning</p>	<p><u>Leaf</u></p> <p>Sequel Non-chronological report</p>	<p><u>Egg Box Dragon</u></p> <p>Lost & Found narrative</p>	<p><u>Claude in the City</u></p> <p>Newspaper report Performance poetry</p>
	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Form underground and overground letters accurately. Use phonetically plausible spellings. Use 's' and 'es' for plurals. Use imperative verbs. Spell the suffix 'ly'. Use 'ly' adverbs to describe a verb.</p>	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Form underground and overground letters accurately. Use phonetically plausible spellings. Use expanded noun phrases (with a comma between adjectives). Use word mats to support appropriate vocabulary choices.</p>	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Form underground and overground letters accurately. Use phonetically plausible spellings. Use verbs. Use nouns. Use the suffix 'er'. Spell some words with contractions.</p>	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Form underground and overground letters accurately. Use phonetically plausible spellings. Use FANBOYS coordinating conjunctions. Use the present tense correctly including</p>	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Begin to use diagonal joins. Use an apostrophe for singular possession. Use the prefix 'un'. Use exclamation marks. Use expanded noun phrases with a commas between adjectives.</p>	<p>Use a full stop at the end of a main clause. Use capital letters at the start of a sentence. Use capital letters for proper nouns. Use a capital letter for the pronoun 'I'. Use finger spaces. Begin to use diagonal joins. Use an apostrophe for singular possession. Use question marks and ask questions. Use coordinating conjunctions. Use subordinating conjunctions.</p>

	<p>Use adverbs of time. Use adjectives to describe a noun. Use nouns. Use verbs.</p>	<p>Use subordinating conjunctions. Use the coordinating conjunction 'and'.</p>	<p>Use adverbs of time (first, next, then, later, finally, last etc.) Use exclamations and exclamation marks. Write in the first person. Use a capital letter for the pronoun 'I'. Use FANBOYS coordinating conjunctions.</p>	<p>present progressive (ing). Use the suffix 'ful'. Use expanded noun phrases with a commas between adjectives.</p>	<p>Spell commonly occurring words accurately. Use coordinating conjunctions. Use subordinating conjunctions.</p>	<p>To use expanded noun phrases with a commas between adjectives.</p>
Yr 3	<p><u>Charlie and the Chocolate Factory</u></p> <p>Character Description Persuasive Advert/Leaflet</p>	<p><u>Tin Forest</u></p> <p>Setting Description Persuasive Letter</p>	<p><u>The Street Beneath My Feet</u> <u>There's a Pebble in my pocket</u></p> <p>Recount Blackout Poetry</p>	<p><u>Marcy and the Riddle of the Sphinx</u></p> <p>Play script Quatrain</p>	<p><u>Mary Poppins</u></p> <p>Job Advert/Description Portal Narrative</p>	<p><u>Stone Age Boy</u></p> <p>Diary Perspective narrative</p>
	<p>Use a full stop at the end of a sentence. Use a capital letter at the start of a sentence, for a proper noun and for the pronoun, 'I'. Use co-ordinating conjunctions. Use subordinating conjunctions. Use expanded noun phrases with a commas between adjectives. Use question marks.</p>	<p>Use a full stop at the end of a sentence. Use a capital letter at the start of a sentence, for a proper noun and for the pronoun, 'I'. Use questions marks and exclamation marks accurately. Use prepositions. Use a range of co-ordinating conjunctions for compound sentences.</p>	<p>Use a range of subordinating conjunctions to create complex sentences (a main clause and a subordinate clause). Use the determiners 'a' and 'an' accurately. Use the past perfect form of verbs. Begin to group ideas into paragraphs using TiPToP (time, person, place, manner).</p>	<p>Use a full stop at the end of a sentence. Use a capital letter at the start of a sentence, for a proper noun and for the pronoun, 'I'. Use question marks accurately. Use exclamation marks accurately. Use adverbs of time, place and manner. Use prepositions.</p>	<p>Use a full stop at the end of a sentence. Use a capital letter at the start of a sentence, for a proper noun and for the pronoun, 'I'. Write in the second person (you). Use purposeful expanded noun phrases with a comma between adjectives to persuade. Use a range of co-ordinating conjunctions.</p>	<p>Use a full stop at the end of a sentence. Use a capital letter at the start of a sentence, for a proper noun and for the pronoun, 'I'. Use contractions and spell them accurately. Use expanded noun phrases with a comma between adjectives. Use a range of co-ordinating conjunctions.</p>

	<p>Use a range of co-ordinating conjunctions. Use a range of subordinating conjunctions. Use adjectives to create purposeful expanded noun phrases. Use adverbs of time, place and manner. Make purposeful language choices including rhyme.</p>	<p>Use subordinating conjunctions at the beginning or in the middle of sentences. To use the full punctuation for speech (inverted commas, comma after the reporting clause, correct capital letters) Use onomatopoeia. Use similes.</p>	<p>Use apostrophes accurately for singular and plural possession. Use a range of adjectives to describe nouns. Use purposeful expanded noun phrases. Use similes. Use was/were to ensure accurate standard English. Use headings and subheadings. Use a range of nouns and pronouns to avoid repetition.</p>	<p>Use full punctuation for speech. Use a range of co-ordinating and subordinating conjunctions. Use onomatopoeia. Use fronted adverbials with a comma to describe a verb. Spell homophones and near homophones. Use commas for a list. Use imperative verbs.</p>	<p>Use a range of adjectives to describe nouns. Use prepositions. Use similes. Vary the placement of adverbs in my sentence. Use apostrophes for singular and plural possession.</p>	<p>Use headings and subheadings. Use complex sentences. Use compound sentences. Use a range of adverbs. Use a range of purposeful adjectives. Spell homophones and near homophones.</p>
<p>Yr 5</p>	<p><u>Jungle Book</u> Character Description (including setting and atmosphere) Book review</p>	<p><u>The Infinite Lives of Maisie Day</u> Sci-fi narrative Simile & Metaphor poem</p>	<p><u>A range of Non-Fiction Books on Anglo-Saxons and Vikings</u> Non-Chorological report Viking Saga</p>	<p><u>Shackleton's Journey</u> Persuasive letter writing Diary entry</p>	<p><u>A Midsummer Night's Dream</u> Cinquain (Character Description to develop understanding for cinquain) Newspaper</p>	<p><u>Hercules</u> Myths & legends Brochure</p>

	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Use possessive apostrophes.</p> <p>Use similes purposefully.</p> <p>Use adjectives and adverbs purposefully to describe nouns and verbs.</p> <p>Consider synonyms to avoid repetition.</p> <p>Use relative clauses and the relevant punctuation.</p> <p>Use powerful verbs to describe an action.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Use varied sentence openers (ing, similes, prepositions, adverbs, conjunctions, ed)</p> <p>Link ideas across paragraphs using adverbials of time, person, topic and place.</p> <p>Use show not tell.</p> <p>Use direct speech including accurate use of the correct punctuation.</p> <p>Use a range of co-ordinating and subordinating conjunctions.</p> <p>Use purposeful similes.</p> <p>Use purposeful metaphors.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Use descriptive language purposefully in non-fiction.</p> <p>Use a range of subordinating and coordinating conjunctions.</p> <p>Use bullet points and punctuate them consistently.</p> <p>Use brackets, dashes and commas for parenthesis.</p> <p>Use relative clauses.</p> <p>Choose language to have a specific impact on the reader. Use varied sentence openers (ing, similes, prepositions, adverbs, conjunctions, ed) Link ideas across paragraphs using adverbials of time, person, topic and place.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Use varied sentence openers (ing, similes, prepositions, adverbs, conjunctions, ed)</p> <p>Use brackets, dashes and commas for parenthesis.</p> <p>Use modal verbs.</p> <p>Use a range of sentence types including adding relative clauses to expand a main clause.</p> <p>Use rhetorical questions, emotive language and hyperbole purposefully to persuade.</p> <p>Use the past tense (past perfect, simple past and past progressive).</p> <p>Use show not tell.</p> <p>Use a range of sentence types,</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Select from synonyms appropriately and consider where the required word falls on the register continuum.</p> <p>Use purposeful adjectives.</p> <p>Use the progressive tense.</p> <p>Use direct speech and the required punctuation, accurately.</p> <p>Use reported speech.</p> <p>Use relative clauses.</p> <p>Use a formal tone.</p> <p>Use co-ordinating and subordinating conjunctions.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately.</p> <p>Use TiPToP (time, person, topic, place) to group ideas into paragraphs.</p> <p>Use varied sentence openers (ing, similes, prepositions, adverbs, conjunctions, ed)</p> <p>Use direct speech to advance the action (dialogue, action, description).</p> <p>Use a range of descriptive language (adjectives, adverbs, figurative language and synonyms to avoid repetition).</p> <p>Use parenthesis.</p> <p>Use relative clauses.</p> <p>Use show not tell.</p> <p>Maintain a formal tone.</p> <p>Use bullet points and punctuate these consistently.</p> <p>Use modal verbs.</p>
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Yr 6	<p><u>The Viewer</u></p> <p>Narrative to build suspense Newspaper/Missing person report</p>	<p><u>Street Child</u> <u>The Highwayman</u></p> <p>Flashback Narrative poetry</p>	<p><u>Blackfish documentary</u> <u>The Boy who Met a Whale</u></p> <p>Balanced arguments Persuasive email</p>	<p><u>Letters from the Lighthouse</u></p> <p>Diary Setting description</p>	<p><u>Alma (Literacy Shed)</u></p> <p>Narrative writing</p>	<p><u>The Island</u></p> <p>Short Burst writing Newspaper writing Tanka poem</p>
	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately. Use a range of descriptive techniques including adjectives, adverbs and figurative language. Use TiPToP (time, person, topic, place) to group ideas into paragraphs. Use varied sentence openers (ing, similes, prepositions, adverbs, conjunctions, ed) Use relative clauses.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately. Use semi-colons between related main clauses. Use brackets, commas and dashes for parenthesis. Use a range of sentence types including compound, complex and relative clauses for additional information. Use senses and emotive language to enhance meaning.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately. Use the subjunctive form. Use a semi-colon between two main clauses. Use adjectives in a considered manner. Use show not tell to enhance the meaning of descriptions. Use adverbials to create links between paragraphs and cohesion within writing.</p>	<p>Use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials, accurately Use adverbials and ellipsis to link ideas across paragraphs. Use synonyms and show not tell to create appropriate description. Use modal verbs. Use a colon between main clauses where the second clause explains the first. Use a semi-colon between main clauses.</p>	<p>I can use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials and parenthesis, colons, semi-colons and dashes, accurately. Use hyphens to avoid ambiguity. Use dialogue to describe characters, settings and advance the action in my writing (DAD). Use show not tell. Use purposeful adjectives and adverbs</p>	<p>I can use full stops, capital letters, question marks, exclamation marks, possessive apostrophes, commas for a list and for adverbials and parenthesis, colons, semi-colons and dashes, accurately. Make purposeful language choices. Make language have a specific impact or enhance meaning. Create purposeful links between paragraphs.</p>

	<p>Use co-ordinating and subordinating conjunctions.</p> <p>Use show not tell.</p> <p>Use alliteration, puns and rhyme to enhance meaning.</p> <p>Use correctly punctuated direct and reported speech.</p> <p>Use passive voice.</p>	<p>Use similes, metaphors, personification, onomatopoeia and hyperbole.</p> <p>Use ellipsis, repetition and adverbs to link ideas between stanzas.</p> <p>To use consistent punctuation in poetry.</p>	<p>Use a colon between main clauses where the second clause explains the first.</p> <p>Use dashes for emphasis.</p> <p>Use the passive voice.</p> <p>Use semi-colons between items in a list where the list already contains commas.</p>	<p>Use the active and passive voice.</p> <p>Use a range of sentence types.</p> <p>Use a colon, dash or co-ordinating conjunction between two main clauses.</p> <p>Use repetition, ellipsis and adverbials to create links between paragraphs.</p> <p>Use show not tell to enhance the meaning of descriptions.</p> <p>Use adjectives in a considered manner.</p>	<p>and consider the impact of my word choices.</p> <p>Use adverbs and ellipsis to create links between paragraphs.</p>	
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