How Our English Curriculum is Organised

Substantive Knowledge and Overarching Aims

Subject Knowledge (National Curriculum)

- Reading – word reading and comprehension
- Writing – transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing)
- Spelling, grammar and punctuation
- Spoken language – cognitive, social, linguistic.

Overarching Aims and Ideas

- Fluency and communication.
- Developing culturally, emotionally, intellectually, socially and spiritually through language and literature.
- Knowing about our rich and varied literary heritage.
- Reading and writing for pleasure
- Reading to acquire knowledge and learn about the world.
- Expanding vocabulary through a love and curiosity of language.

Disciplinary Knowledge and Skills – Thinking and Working Like Readers, Writers and Speakers

Reading

Knowing how to read (phonics)
Understanding reading

Writing

Knowing how to write (mark making, handwriting, SPAG)

Speaking and Listening

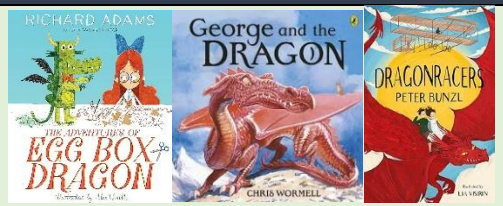
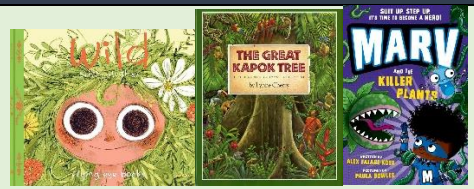
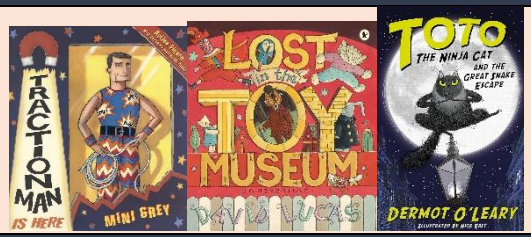
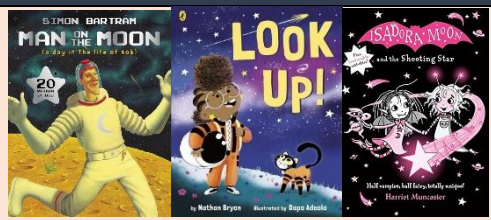
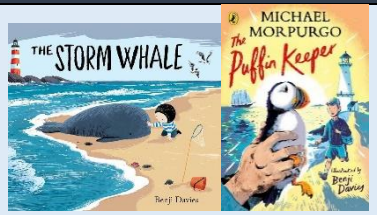
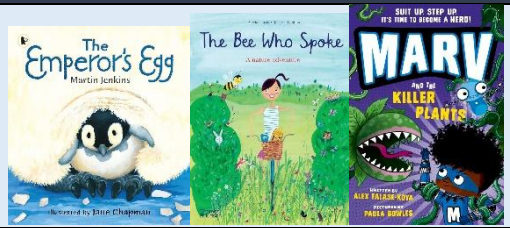
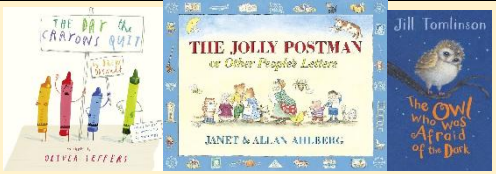
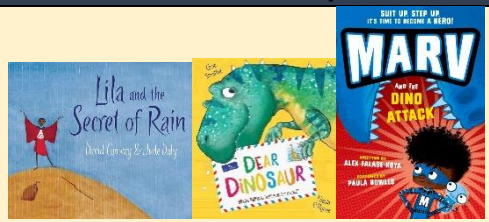
Knowing how to express self clearly and

Rationale

Our English curriculum is organised around and driven by high-quality, language rich texts, that have been specifically chosen to meet the diverse needs of our small, mixed-age classes. In EYFS children have English lessons through 'Drawing Club' – a unique sequence of child-led reading and writing sessions designed to inspire children's imaginations in line with their developmental age. This approach sets the ambitious, creative and imaginative tone for all our subsequent learning in English and instils a love of reading, writing, language and literature from the outset. In KS1 children follow a two-year rolling curriculum of carefully chosen texts, linked to the main topic when possible and meaningful. In KS2 children follow a four-year rolling curriculum of challenging texts from a wide variety of genres, cultures and heritage. Each term a main text leads the English lessons, and supplementary texts and extracts are used to embellish, deepen for further explore an idea, theme or writing skill. We purposefully choose ambitious texts as teaching texts, and take an inclusive approach to supporting all children to access it. Wherever possible, the text choice mirrors the curriculum approach in other subjects, starting with the concept of self and then working outwards to the world and beyond each academic year.

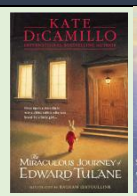
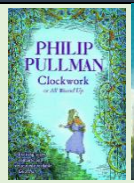
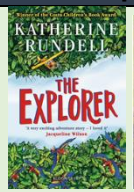
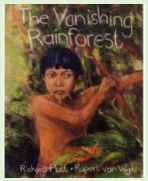
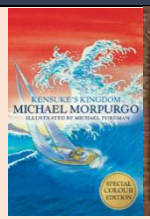
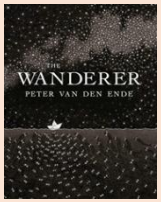
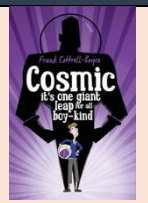
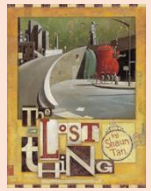
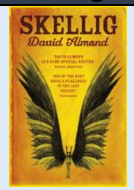
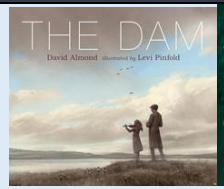
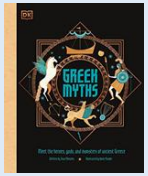
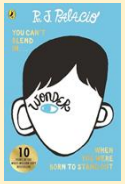
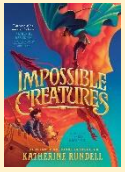
English Four-Year Rolling Plan

EYFS/KS1 Text and Topic Overview

	Autumn	Spring	Summer
Year A	Story (Dragons)	Sea (Islands)	Wild!
			
Year B	Toys	London	Blast off!
			
Year C	Homes	Sea	Outside
			
Year D	Letters	Let's Explore	Animal Stomp
			

English Four-Year Rolling Plan

KS2 Text and Topic Overview

	Autumn	Spring	Summer
Year A	Miracles	Time	Explore
			 
Year B	War and Peace	Frozen	Alien
			 
Year C	Beginnings	Words	Paris and Myths
			
Year D	Identity	Beware	Africa
			

English Four-Year Rolling Writing Plan

EYFS and KS1

	Autumn	Spring	Summer
EYFS	**Drawing Club**	**Drawing Club**	**Drawing Club**
Every year	**The foundations for our bespoke, creative, challenging, imagination-filled English curriculum** Immersive world of story Treasure trove of vocabulary Creativity and imagination A love and joy of books	**The foundations for our bespoke, creative, challenging, imagination-filled English curriculum** Immersive world of story Treasure trove of vocabulary Creativity and imagination A love and joy of books	**The foundations for our bespoke, creative, challenging, imagination-filled English curriculum** Immersive world of story Treasure trove of vocabulary Creativity and imagination A love and joy of books
	Code Beginning sounds	**Code** One word or 2	**Code** Caption or a simple sentence
KS1 Year A	**Story (Dragons)**	**Sea (Islands)**	**Wild!**
Writing Purpose and Published pieces	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Recount To inform – fact file To entertain – Poetry To entertain - Story	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Diary To inform – Non- fiction writing To entertain – Poetry To entertain – Adventure story	Year 1 – Transcription Practice based on the book Year 2 – To entertain – Letter To inform – fact file - bees To entertain – Poetry – funny bones/roaming in the rainforest To entertain – Retelling a story
Curriculum Links	History at home – castles, local mapping	Rule Britannia – kings and queens, British seaside	America, rainforests
KS1 Year B	**Toys**	**London**	**Blast Off!**
Writing Purpose and Published Pieces	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Story To inform – fact file To entertain – Poetry To entertain - Diary	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Diary To inform – Tour guide about a landmark To entertain – Poetry To entertain – Adventure story	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Recount To inform – Non-chronological report To entertain – Poetry (Look Up) To entertain – Story

Curriculum Links	Toys in the past, mapping home	Great fire of London	Space
KS1 Year C	**Homes**	**Sea**	**Outside**
Writing Purpose and Published Pieces	Year 1 – Transcription Practice based on the book Year 2 – To entertain – Recount To inform – fact file (tour guide) To entertain – Poetry To entertain – Story – retelling	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Diary To inform – Non- fiction writing To entertain – Poetry To entertain – Adventure story	Year 1 – Transcription Practice based on the book Year 2 – To entertain – Letter To inform – fact file - bees To entertain – Poetry – funny bones/roaming in the rainforest To entertain – Retelling a story
Curriculum Links	History at home, castles,	Time traveling/history of transport, weather patterns	History of medicine, animals around the world
KS1 Year D	**Letters**	**Let's Explore**	**Animal Stomp**
Writing Purpose and Published Pieces	Year 1 – Transcription Practice based on the book Year 2 – To entertain - Recount To inform – fact file To entertain – Poetry To entertain - Letter	Year 1 – Transcription Practice based on the book Year 2 - To entertain - Recount To inform – Non-chronological report To entertain – Poetry To entertain - Story	Year 1 – Transcription Practice based on the book Year 2 - To entertain - Diary To inform – Non-chronological report To entertain – Poetry To entertain - Story
Curriculum Links	Communication in the past,	Grace Darling, life in the city	Africa, dinosaurs
Key knowledge and skills			

Year 1	
New Learning	Prior Learning

Oral Composition		
Word Class	**Sentence Structure**	**Oracy**
Noun/Subject	Simple Sentence (group of words which must include subject/object and verb)	Orally rehearse each sentence before recording it.

Adjective	1A sentence	Role Play **(e.g. take on a role/character and explore the characters' personality and feelings. Act out an event or part of a story)**
Verb	Using 'and' to join words/phases or extend a sentence.	Use spoken language to explore new ideas **(e.g. using senses to describe a setting , what will happen next in a story)**
Conjunction (and)		Drama activities **(e.g. hot seating, mime etc)**
		Participate in performances **(e.g. poetry)**
		Present ideas and opinions in a small group.
		Participate in discussions to explore ideas

Transcription			
Dictation	**Sentence Structure**	**Punctuation**	**Handwriting**
Words	Join words/phases using 'and'	Exclamation mark	Sit correctly at a table, holding a pencil comfortably and correctly
Sentences	Adjective	Question mark	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
	Verb	Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Form capital letters
	Subject/Noun	Separate words with finger spaces.	Form digits 0-9
	Sentence (group of words which must include subject/object and verb)	Show awareness of finger spaces	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
		Full stop	

			Capital Letter for the start of a sentence.	

Year 2
Key knowledge and skills

Year 2	
New Learning	Prior Learning

Punctuation	Word Class	Sentence Structure	Handwriting	Oracy	Dictation
Apostrophes for possession	Noun Phrase	Command Sentence **(e.g Shut the door.)**	Form lower-case letters of the correct size relative to one another	Orally rehearse sentences before recording them.	Sentences **(e.g different sentence structures)**
Apostrophes of contraction	Imperative Verb	Question Sentence **(e.g Can you write a story?)**	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Role Play **(e.g. take on a role/character and explore the characters' personality and feelings. Act out an event or part of a story)**	
Commas for a list	Conjunctions **(co-ordinating and sub-ordinating)**	Exclamation Sentence **(e.g What a lovely day it is!)**	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Use spoken language to develop understanding through imagining and exploring new ideas **(e.g. what will happen next in a story).**	
Exclamation mark	Adverbs of Manner	Statement sentence **(e.g The man was sat down.)**	Use spacing between words that reflects the size of the letters.	Drama activities **(e.g. hot seating, mime etc)**	
Question mark	Noun	Object	Sit correctly at a table, holding a pencil comfortably and correctly	Participate in discussions to explore ideas	
Capital letter for names of people,	Adjective	Verb	Begin to form lower-case letters	Participate in performances **(e.g. poetry)**	

places, the days of the week, and the personal pronoun 'I'			in the correct direction, starting and finishing in the right place		
	Verb	Subject	Form capital letters	Present ideas and opinions in a small group.	
	Conjunction (and)	Sentence (group of words which must include subject/object and verb)	Form digits 0-9		
			Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		

Writing Skills- Grammar	**Writing Skills- Punctuation**
Joining words and clauses using ***and***	Use of capital letters, full stops, question marks or exclamation marks to demarcate some sentences.
Use of noun phrases to describe and specify [for example, the blue butterfly]	Use of capital letters, full stops, question marks and exclamation marks to demarcate most sentences.
Use of subordination (using when, if, that, or because) and co-ordination (using or, and, or but) conjunctions to add further detail or link ideas.	Use of commas to separate items in a list.
Use of different sentence forms: statement, question, exclamation, command	Use of apostrophes for contraction.
Use present and past tenses correctly, including the progressive form.	Use of apostrophes for singular use possession in nouns.
Use of adverbs of manner.	Use of capital letters, full stops, question marks or exclamation marks to demarcate some sentences.

English Four-Year Rolling Writing Plan

KS2

	Autumn	Spring	Summer
Year A Topic and Text	**Miracles The Miraculous Journey of Edward Tulane, The Red Tree**	**Time Clockwork The Railway Children**	**Explore The Explorer The Vanishing Rainforest**
Writing Purpose and Published Pieces.	**Edward Tulane** To entertain – character profiles To inform – a recount To entertain – story with a moral **The Red Tree** To persuade – a speech Written poetry **Curriculum linked writing** To inform - non-chronological report linked to local history	**Clockwork** To inform – instructional writing and explanations To entertain – a mystery story – focus on setting To persuade – argument/discussion **Railway Children** Performance poetry linked to trains – rhythm/pulse/movement To inform – a historical recount/chronological report **Curriculum linked writing** To inform - non-chronological report on Victorians	**The Explorer** To entertain – an adventure story To inform – famous explorers of the rainforest To entertain – character description **The Vanishing Rainforest** To persuade/discuss/debate – climate/rainforest focus Written poetry with a rainforest theme **Curriculum-linked writing** To inform – non-chronological report on slavery linked to America topic
Curriculum Links	Local history	The Victorians	The Americas
Year B Topic and Text	**War Rose Blanche Kensuke's Kingdom**	**Frozen Sky Song The Wanderer**	**Alien Cosmic The Lost Thing**
Writing Purpose and Published Pieces.	**Rose Blanche** To entertain – story writing for suspense To entertain – emotive description To persuade (to discuss for Y5/6) – Nazis and Jews **Kensuke's Kingdom** To entertain - written poetry – haikus To inform – a survival guide To recount – a diary entry **Curriculum linked writing** To inform – non chronological report about evacuation during WW2	**Sky Song** To entertain – adventure writing To entertain – an object description To recount - letter **The Wanderer** To entertain – written poetry To entertain – a setting description – nature writing To inform – non chronological report - how are icebergs formed? **Curriculum linked writing** To inform – a biography of Shackleton	**Cosmic** To entertain/amuse – character description To recount – space travel diary To entertain and inform – an imaginary planet guide **The Lost Thing** To inform – explanation writing – robotics To persuade – advert **Curriculum linked writing** To inform – a non chronological report about the history of space travel
Curriculum Links	WW2	Titanic/Frozen Lands	Space
Year C Topic and Text	**Beginnings Skellig**	**Words Birdsong**	**Roofs Rooftoppers**
Writing Purpose and Published Pieces.	**Skellig** To inform and entertain – what is a Skellig?- write a scientific classification	**The Dam** To entertain – written poetry inspired by words, music and imagery **Birdsong**	**Rooftoppers** To entertain – descriptive writing(music) To inform -Formal letter - (National Child Agency)

	To entertain – written poetry about wings, angels and flight inspired by William Blake To persuade – a balanced argument about home-schooling **Moth** To inform – a non-chronological report about the peppered moth, adaptation and evolution. Could focus on evolution of birds linked to Skellig. **Curriculum linked writing** To persuade – a speech about renewable energy and sustainability.	To inform – a biography of an illustrator of child's choice – note taking/research/oral presentation **Curriculum linked writing** To inform – a non-chronological report about Mt Vasuvius/Pompei	To entertain -Setting description (Parisian rooftops) **Greek myths** To entertain – a myth/legend **Curriculum linked writing** To persuade – debate Athens V Sparta
Curriculum Links	Evolution, Stone age, sustainability	Holy Island, Volcanoes, Pompei, Angry Earth	Ancient Greece, Europe
Year D Topic and Text	**Identity The Arrival Wonder**	**Beware Beowulf Impossible Creatures**	**Africa The Garbage King Happy Here**
Writing Purpose and Published Pieces.	**The Arrival** To entertain – written poetry To entertain – setting description **Wonder** To persuade – formal letter To recount – diary entry To entertain – narrative writing about inclusion/exclusion **Curriculum linked writing** To inform – Non-Chronological report - refugees	**Beowulf** To entertain – action writing To entertain – character creation and description To persuade – battle cries **Impossible Creatures** To inform – imaginative double-page spread on dragons/creatures **Curriculum linked writing** To persuade – climate change linked to seas To recount – historical recount about Viking invasion	**The Garbage King** To persuade – equality and inequality To entertain – contrasting character descriptions To inform – non chronological report on Ethiopia **Happy Here** To entertain – performance poetry To entertain – poetical forms from other cultures **Curriculum linked writing** To inform – double page spread on the afterlife (Ancient Egyptians)
Curriculum Links	Local area, Anglo-Saxons	Vikings, coasts	Africa, contrasting location, Ancient Egypt

Year 3 Key knowledge and skills

Year 3

New Learning | Prior Learning

Punctuation	Sentence Structure	Word Class	Tense	Oracy
Inverted commas	Subordinate clause	Pronoun	Progressive Tense	Orally rehearse ideas for a range of text types **(e.g. rehearse news article, tell a story using ambitious vocabulary, present point of view using persuasive language)**
Begin to use comma after fronted adverbial	Main clause	Preposition	Perfect Tense	Participate in discussions to explore ideas
Begin to use possessive apostrophes to mark plural nouns	Clause	Co-ordinating Conjunction (link two equal clauses)	Present tense	Role Play **(e.g. take on a role/character to gain an**

				insight into the characters' perspective and emotions.)
Apostrophes for possession	Command Sentence **(e.g Shut the door.)**	Subordinating Conjunction (link a main and subordinate clause)	Past tense	Participate in performances **(e.g. poetry)**
Apostrophes of contraction	Question Sentence **(e.g Can you write a story?)**	Conjunctions (link clauses within a sentence)		Drama activities **(e.g. freeze frame, soundscapes, mime, hot seating etc)**
Commas for a list	Exclamation Sentence **(e.g What a lovely day it is!)**	Adverbials- Time and Place		Present ideas and opinions
Exclamation mark	Statement sentence **(e.g The man was sat down.)**	Adverbs/Adverbials- Manner		
Question mark	Sentence (group of words which must include subject/object and verb)	Noun Phrase		
Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Imperative Verb		

Writing Skills- Grammar	**Writing Skills- Punctuation**
Use of noun phrases to describe and specify [for example, the blue butterfly]	Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences.
Use of subordination (using when, if, that, or because) and co-ordination (using or, and, or but) conjunctions to add further detail or link ideas.	Use of commas to separate items in a list.
Use of different sentence forms: statement, question, exclamation, command	Use of apostrophes for contraction.
Use present and past tenses correctly and consistently including the progressive form.	Use of apostrophes for singular use possession in nouns.
Use of adverbs of manner.	Use of inverted commas to punctuate direct speech in narrative.
Use a or an according to whether the next word begins with a consonant or vowel.	Use of possessive apostrophes for singular and plural nouns.
Use conjunctions, prepositions and adverbs to express time, place and cause.	
Use of perfect form of verbs instead of simple past [for example, He has gone out]	

Year 4 Key knowledge and skills

Year 4	
New Learning	Prior Learning

Punctuation	**Sentence Structure**	**Word Class**	**Tense**	**Oracy**
Commas- after a reporting clause.	Reporting clause **(use in direct speech to explain who is speaking and how it's being spoke).**	Comparative	Progressive Tense	Orally rehearse ideas for a range of text types **(e.g. rehearse news article, tell a story using ambitious vocabulary, present point of view using persuasive language)**
Commas- used after a fronted adverbial	Subordinate clause	Superlative	Perfect Tense	Participate in discussions to explore ideas
Possessive apostrophe (**plural- The girls' shoes**)	Main clause	Determiner	Present tense	Role Play **(e.g. take on a role/character to gain an insight into the characters' perspective and emotions.)**
Inverted commas	Clause	Possessive Pronoun	Past tense	Participate in performances **(e.g. poetry)**
Apostrophes for possession	Command Sentence **(e.g Shut the door.)**	Pronoun		Drama activities **(e.g. freeze frame, soundscapes, mime, hot seating etc)**
Apostrophes of contraction	Question Sentence **(e.g Can you write a story?)**	Preposition		Present ideas and opinions
Commas for a list	Exclamation Sentence **(e.g What a lovely day it is!)**	Co-ordinating Conjunction **(link two equal clauses)**		
Exclamation mark	Statement sentence **(e.g The man was sat down.)**	Subordinating Conjunction **(link a main and subordinate clause)**		
Question mark	Sentence (group of words which must include subject/object and verb)	Conjunctions **(link clauses within a sentence)**		

Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Fronted Adverbial		
		Adverbials- Time and Place		
		Adverbs/Adverbials- Manner		
		Noun Phrase		
		Imperative Verb		

Writing Skills- Grammar	Writing Skills- Punctuation
Use of noun phrases to describe and specify [for example, the blue butterfly]	Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences.
Use of subordination (using when, if, that, or because) and co-ordination (using or, and, or but) conjunctions to add further detail or link ideas.	Use of commas to separate items in a list.
Use of different sentence forms: statement, question, exclamation, command	Use of apostrophes for contraction.
Use present and past tenses correctly and consistently including the progressive form.	Use of apostrophes for singular use possession in nouns.
Use a or an according to whether the next word begins with a consonant or vowel.	Use of inverted commas to punctuate direct speech in narrative.
Use conjunctions, prepositions and adverbs to express manner, time, place and cause.	Use of possessive apostrophes for singular and plural nouns.
Use of perfect form of verbs instead of simple past [for example, He has gone out]	Use of commas after a fronted adverbial
Understand the difference between plural and possessive 's'.	Use of comma after a reporting clause in direct speech.
Use the standard English form for verb inflections [for example, we were/we was, I did/I done]	
Use fronted adverbials [for example, later that day]	
Use of expanded noun phrases [for example, 'the dog', 'the loud dog with sharp teeth'	

Year 5 Key knowledge and skills

Year 5	
New Learning	Prior Learning

Punctuation	Sentence Structure	Word Class	Tense	Oracy
Parenthesis	Cohesive device	Comparative	Past Progressive	Orally rehearse ideas for a range of text types (e.g. articulating their one-sided argument, tell stories with detailed descriptions.
Bracket	Relative Clause	Superlative	Past Perfect	Participate in discussions
Dash	Reporting clause **(use in direct speech to explain who is speaking and how it's being spoke).**	Determiner	Progressive Tense	Role Play (e.g. take on a role/character to gain an insight into the characters' perspective, motivation and emotions.)
Commas- used to avoid ambiguity or to clarify meaning.	Subordinate clause	Personal pronoun	Perfect Tense	Participate in performances (e.g. poetry)
Commas- after a reporting clause.	Main clause	Relative pronoun	Present tense	Drama activities (e.g. freeze frame, soundscapes etc)
Commas- used after a fronted adverbial	Clause	Possessive Pronoun	Past tense	Present ideas and opinions
Possessive apostrophe (**plural- The girls' shoes**)	Command Sentence **(e.g Shut the door.)**	Modal Verb		
Inverted commas	Question Sentence **(e.g Can you write a story?)**	Pronoun		
Apostrophes for possession	Exclamation Sentence **(e.g What a lovely day it is!)**	Preposition		
Apostrophes of contraction	Statement sentence **(e.g The man was sat down.)**	Co-ordinating Conjunction **(link two equal clauses)**		
Commas for a list	Sentence (group of words which must include subject/object and verb)	Subordinating Conjunction **(link a main and subordinate clause)**		
Exclamation mark		Conjunctions **(link clauses within a sentence)**		
Question mark		Fronted Adverbial		

Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Adverbials- Time and Place			
Writing Skills- Grammar		**Writing Skills- Punctuation**			
➢ Use of subordination (using when, if, that, or because) and co-ordination (using or, and, or but) conjunctions to add further detail or link ideas.		➢ Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences.			
➢ Use of different sentence forms: statement, question, exclamation, command		➢ Use of commas to separate items in a list.			
➢ Use present and past tenses correctly and consistently including the progressive form.		➢ Use of apostrophes for contraction.			
➢ Use a or an according to whether the next word begins with a consonant or vowel.		➢ Use of inverted commas to punctuate direct speech in narrative.			
➢ Use conjunctions, prepositions and adverbs to express manner, time, place and cause.		➢ Use of possessive apostrophes for singular and plural nouns.			
➢ Use of perfect form of verbs instead of simple past [for example, He has gone out]		➢ Use of commas after a fronted adverbial			
➢ Understand the difference between plural and possessive 's'.		➢ Use of comma after a reporting clause in direct speech.			
➢ Use the standard English form for verb inflections [for example, we were/we was, I did/I done]		➢ Use brackets, dashes, or commas to indicate parenthesis.			
➢ Use fronted adverbials [for example, later that day]		➢ Use of commas to clarify meaning and avoid ambiguity.			
➢ Use of expanded noun phrases [for example, 'the dog', 'the loud dog with sharp teeth']					
➢ Convert nouns or adjectives into verbs using suffixes.					
➢ Linking ideas across paragraphs using adverbials of time, place and number.					
➢ Use tense to reference back or ahead.					
➢ Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.					
➢ Indicating degrees of possibility using adverbs or modal verbs.					

Year 6 Key knowledge and skills

Year 6	
New Learning	Prior Learning

Punctuation	Sentence Structure	Word Class	Tense	Oracy
Ellipsis	Passive	Subjunctive	Simple	Orally rehearse ideas for a range of text types (e.g. articulating their one-sided argument, tell stories with detailed descriptions)
Hyphen	Active	Indefinite article	Progressive	Participate in discussions
Colon	Cohesive device	Definite article	Perfect simple	Role Play
Semi-colon	Relative Clause	Auxiliary	Perfect progressive	Participate in performances (e.g. poetry)
Bullet Points **(separate items in a list)**	Reporting clause (use in direct speech to explain who is speaking and how it's being spoke).	Comparative		Present ideas and opinions
Parenthesis	Subordinate clause	Superlative		
Bracket	Main clause	Determiner		
Dash	Clause	Modal Verb		
Commas- **after a reporting clause, fronted adverbial and avoid ambiguity or to clarify meaning.**	Sentence: statement, exclamation, question, command	Pronoun- possessive, personal, relative pronoun		
Possessive apostrophe (**plural- The girls' shoes**)	Sentence	Preposition		
Inverted commas		Conjunctions (subordinating and co-ordinating)		
Apostrophes for possession		Fronted Adverbial		
Apostrophes of contraction		Adverbials- Time and Place		
Commas for a list		Adverbs/Adverbials- Manner		
Exclamation mark		Noun Phrase		
Question mark		Imperative Verb		
Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Fronted Adverbial		
		Adverbials- Time and Place		
		Noun Phrase		
		Imperative Verb		

Writing Skills- Grammar	Writing Skills- Punctuation
Children should be taught to construct sentences through:	***Children should be taught to use basic punctuation accurately including:***
➢ Use of subordination (using when, if, that, or because) and co-ordination (using or, and, or but) conjunctions to add further detail or link ideas.	➢ Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences.
➢ Use of different sentence forms: statement, question, exclamation, command	➢ Use of commas to separate items in a list.
➢ Use present and past tenses correctly and consistently including the progressive form.	➢ Use of apostrophes for contraction.
➢ Use a or an according to whether the next word begins with a consonant or vowel.	➢ Use of inverted commas to punctuate direct speech in narrative.
➢ Use conjunctions, prepositions and adverbs to express manner, time, place and cause.	➢ Use of possessive apostrophes for singular and plural nouns.
➢ Use of perfect form of verbs instead of simple past [for example, He has gone out]	➢ Use of commas after a fronted adverbial and after a reporting clause in direct speech.
➢ Understand the difference between plural and possessive 's'.	➢ Use brackets, dashes, or commas to indicate parenthesis.
➢ Use the standard English form for verb inflections [for example, we were/we was, I did/I done]	➢ Use of commas to clarify meaning and avoid ambiguity.
➢ Use fronted adverbials [for example, later that day]	➢ Use of a semi-colon, colon, dash to mark boundary between independent clauses.
➢ Use of expanded noun phrases [for example, 'the dog', 'the loud dog with sharp teeth']	➢ Use a colon to introduce a list and use a semi-colon within lists.
➢ Convert nouns or adjectives into verbs using suffixes.	➢ Use of hyphens to avoid ambiguity such as recover versus re-cover.
➢ Linking ideas across paragraphs using adverbials of time, place and number.	

	➢ Use tense to reference back or ahead.	
	➢ Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.	
	➢ Indicating degrees of possibility using adverbs or modal verbs.	
	➢ Use the passive voice to affect the presentation of information in a sentence.	
	➢ Linking ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials), ellipsis and layout devices (e.g. headings, columns, bullet points etc)	