Constantine primary school

Y1 Text-type with Grammar

Stories	**-sequencing** **- simple retells** **- fairy/ traditional tales** **- some simple innovations** ✓ Writes short narratives based on real and fictional experiences ✓ Uses a simple plan ✓ Includes a simple beginning, middle and end ✓ Sequences sentences to form short narratives ✓ Begins to use question marks and exclamation marks in writing ✓ Use co-ordinating conjunctions (and, but) ✓ Uses some descriptive language (adjectives) (adjectives where no change is needed to the root word; adding –er and –est) ✓ verbs where no change is needed to the root word
Descriptions	**-simple character and setting** ✓ Uses some descriptive language (adjectives) (adjectives where no change is needed to the root word; adding –er and –est) ✓ Uses a simple plan ✓ Use adjectives to create noun phrases ✓ begin to spell the singular plural of words
Recounts	**- simple based on own experiences** **- simple based on the experiences of others simple postcards, letters, diaries** ✓ Uses capital letters for names of people, places, days of the week (days of the week) ✓ Uses chronological order – first, next, last ✓ Uses regular past tense ✓ Be aware of first person ✓ Uses some descriptive language (adjectives where no change is needed to the root word; adding –er and –est)
Instructions	**- simple giving and following of verbal instructions,** **- sequencing of instructions** **- writing 1 / 2 sequential commands**

	✓ Uses 'and' to join words and clauses ✓ Uses chronological order ✓ Use imperative verbs ✓ Use adjectives to create noun phrases ✓ Uses capital letters and full stops ✓ Numbers to twenty
<u>Non-chronological reports</u>	**- simple fact files** ✓ Uses 'and' to join words and clauses ✓ Uses capital letters and full stops ✓ Begins to use question marks and exclamation marks in writing ✓ Be aware of technical vocabulary ✓ Be aware of third person ✓ Uses capital letters for names of people, places, days of the week (days of the week)

| **<u>Poetry</u>** | **National curriculum requirements**

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

-learning to appreciate rhymes and poems, and to recite some by heart | **Poetry forms covered**

<u>Acrostic poems</u>
The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.

<u>Riddles</u>
The poem describes a noun but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' |

Y2 Text Progression with Grammar

Stories	- retells of more detailed stories - innovations - alternative sections (e.g. endings) ✓ writes narratives about personal experiences and those of others (real and fictional) ✓ uses plans to support writing ✓ uses expanded noun phrases for description - uses adjectives and adverbs for description (words with –ly suffix; uses –ly to turn adjectives into adverbs) ✓ use a range of punctuation almost always correctly (.?!) ✓ use adverbials of manner ✓ use similes ✓ apostrophes for contractions (words with contractions) ✓ uses coordinating and subordinating conjunctions
Descriptions	- character and setting ✓ uses expanded noun phrases for description (compound nouns) ✓ uses adjectives and adverbs for description (words with –ly suffix; uses –ly to turn adjectives into adverbs) ✓ uses commas in a list almost always correctly ✓ uses similes ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions
Recounts	- simple based on own experiences - based on the experiences of others (both real and fictional) e.g. postcards, letters, diaries ✓ uses capital letters for proper nouns accurately ✓ use past tense correctly (inc. progressive) (adding –ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) ✓ apostrophes for contraction (words with contractions) ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions ✓ understands and begins to use fact and opinions ✓ be aware of rhetorical questions ✓ use first person

Instructions/Explanations	- giving and following of verbal and written instructions, - sequencing of instructions - writing sequential commands ✓ uses coordinating and subordinating conjunctions ✓ Uses chronological order ✓ Use imperative verbs ✓ Uses capital letters and full stops
Non-chronological reports	- fact files - non-chron. reports linking to cross curricular topics / stemming from class text ✓ uses commas in lists ✓ uses expanded noun phrases for specification (compound nouns) ✓ use present tense correctly (inc. progressive) (adding –ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) ✓ uses technical vocabulary ✓ begins to understand formal language choices ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions

Poetry	**National curriculum requirements**	**Poetry forms covered**
	-listening to, discussing and expressing views about a wide range of contemporary and classic poetry -recognising simple recurring literary language in stories and poetry -continuing to build up a repertoire of poems learnt by heart -write poetry	Rhyming poems ABAB complex rhyme Diamantes The poem is presented in the shape of a diamond. The line structure is as follows: Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject.

			Bike *Shiny, quiet,* *Pedalling, spinning, weaving* *Whizzing round corners, zooming along roads* *Racing, roaring, speeding* *Fast, loud,* *Car*

Y3 Text Progression with Grammar

Stories	- alternative / additional sections / chapters
	- own simple stories based on those read
	
	  ✓ begin to use inverted commas to punctuate direct speech
	  ✓ use a rich and varied vocabulary
	  ✓ use a range of punctuation accurately and effectively .?!
	  ✓ varies sentence openers (participle openers -ed, -ing)
	  ✓ varies sentence length for impact
	  ✓ express time, place and cause using conjunctions, adverbs and prepositions

Descriptions	- character and setting
	
	  ✓ begin to use apostrophe for plural possession (possessive apostrophe with regular plural words)
	  ✓ expresses time and place using conjunctions, adverbs and prepositions
	  ✓ use a rich and varied vocabulary (words using prefixes and formation of nouns using a range of prefixes)
	  ✓ use commas in a list
	  ✓ use alliteration and simile
	  ✓ apostrophe for singular possession

Recounts	- simple based on own experiences
	- based on the experiences of others (both real and fictional) letters, diaries, simple newspaper reports
	
	  ✓ expresses time and place using conjunctions, adverbs and prepositions
	  ✓ understands main clauses

	✓ use facts and opinions ✓ begins to understand subordinate clauses ✓ varies sentence openers
Instructions/Explanations	**- written instructions based on a concrete idea / notion** ✓ uses a or an according to whether the next word begins with a consonant or a vowel ✓ expresses time, place and cause using conjunctions, adverbs and prepositions ✓ use commas in a list ✓ use formal language and technical vocaulary ✓ begin to use paragraphs to structure writing ✓ apostrophes for possession
Persuasion/Discussion	**- adverts** **- simple leaflets (cross curric content or content from class text)** ✓ expresses cause using conjunctions, adverbs and prepositions ✓ uses pronouns to avoid repetition ✓ use present perfect form of verbs instead of simple past (adding suffixes beginning with vowel letters to words of more than one syllable) ✓ select words for effect to support purpose ✓ use alliteration for effect ✓ use emotive/exaggerated language
Non-chronological reports	**- simple fact files** ✓ Uses conjunctions ✓ Uses wider range of punctuation ✓ Uses present perfect tense ✓ Uses third person

Poetry	**National curriculum requirements (Y3 and Y4)**	**Poetry forms covered**
	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry	Haikus The haiku Originates from Japan, and is similar in structure to a Tanka poem. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables.

	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
	-recognising some different forms of poetry	

Y4 Text Progression with Grammar

Stories	- alternative sections - simple own stories ✓ using correctly punctuated fronted adverbials (words using suffixes –ly) ✓ punctuates direct speech correctly ✓ use expanded noun phrases with modifying adjectives, nouns and prepositional phrases ✓ identifies parts of speech ✓ use a wide range of conjunctions in a range of sentence structures (simple, complex and compound) ✓ write with grammatical accuracy (possessive apostrophes with irregular plurals)
Descriptions	- character and setting (beginning to compare and contrast) ✓ use expanded noun phrases with modifying adjectives, nouns and prepositional phrases ✓ use participle openings (-ed and -ing) ✓ Uses similes and alliteration ✓ understands grammatical difference between plural and possessive –s ✓ use apostrophes for singular and plural possession
Recounts	- simple based on own experiences - based on the experiences of others (both real and fictional) letters, diaries, newspaper report ✓ use correctly punctuated fronted adverbials of time and place (words using suffixes –ly) ✓ use appropriate choice of pronoun/noun within and across sentences ✓ use paragraphs effectively

	✓ use co-ordinating and subordinating conjunctions ✓ use emotive language
Instructions/Explanations	- **detailed instructions with precise language** - **simple explanations with cyclical diagrams / captions to support based on cross curricular content** ✓ use vocabulary appropriate to task, audience and purpose ✓ use fronted adverbials ✓ write with grammatical accuracy ✓ use correctly punctuated fronted adverbials (words using suffixes – ly) ✓ uses Standard English, inc technical vocabulary ✓ use statements including the pronoun 'you'
Persuasions	**adverts** - **leaflets** - **brochures (cross curric content or content from class text)** ✓ use vocabulary appropriate to task, audience and purpose ✓ experiment with the position of subordinate clauses in sentences ✓ use appropriate organisational devices ✓ use emotive/exaggerated language ✓ use triples/sentences of 3
Non-chronological reports	- **non-chron. reports linking to cross curricular topics / stemming from class text** ✓ use vocabulary appropriate to task, audience and purpose ✓ use apostrophes for singular and plural possession ✓ use appropriate organisational devices ✓ write with grammatical accuracy ✓ use detailed, descriptive language

Poetry	**National curriculum requirements (Y3 and Y4)**	**Poetry forms covered**
	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry	Limericks The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables; Line 5: 7-10 syllables. The first line usually begins with 'There was a…' and ends with the name of a person or place. The last line should be rather unusual or far-fetched.

	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry	Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense. <u>Kennings</u> A 'kenning' is a two-word phrase, which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle, which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader. E.G. My Sister Dummy-sucker Teddy-thrower Anything-chewer

Y5 Text Progression with Grammar

Stories	- **own stories**
	- **additional / alternative sections**
	
	   ✓ use relative clauses with/without a relative pronoun
	   ✓ use brackets, dashes and commas to demarcate relative clauses
	   ✓ use a thesaurus to refine word choice
	   ✓ link ideas across paragraphs using tense choices
	   ✓ choose vocabulary to complement purpose
	   ✓ use a range of sentence lengths for effect
	   ✓ use modal verbs

Descriptions	- **character and setting (compare and contrasts)**
	
	   ✓ use a thesaurus to refine word choice
	   ✓ use commas to clarify meaning or avoid ambiguity
	   ✓ choose vocabulary to complement purpose (convert nouns or adjectives into verbs using suffixes)
	   ✓ use relative clauses with/without a relative pronoun (for description)

	✓ use colloquial language, metaphor and personification ✓ use a range of punctuation for effect
Recounts	**- simple based on own experiences** **- based on the experiences of others (both real and fictional) letters,** **diaries, newspaper reports, eye-witness accounts** ✓ link ideas across paragraphs using adverbials of time and place ✓ use brackets, dashes and commas to indicate parenthesis ✓ use conjunctive adverbs ✓ punctuate correctly, including direct and indirect speech ✓ *may* use passive voice
Instructions	**- written instructions based on a concrete idea** **– from other areas of the curriculum** **- written instructions with fictional content** ✓ link ideas across paragraphs using adverbials of number ✓ use devices to build cohesion within and across paragraphs ✓ use modal verbs to indicate degrees of possibility ✓ use brackets, dashes and commas to indicate parenthesis
Discussion	**-discussions based on cross curricular content** ✓ use brackets, dashes and commas to indicate parenthesis ✓ link ideas across paragraphs using adverbials of cause and time ✓ use commas to clarify meaning or avoid ambiguity ✓ use conjunctive adverbs
Persuasion	**- leaflets** **- brochures** **- letters (cross curricular content or content from class text)** ✓ selects appropriate forms and formats to suit audience and purpose ✓ use modal verbs and adverbs to indicate degrees of possibility ✓ use adverbs to indicate degrees of possibility ✓ use emotive language ✓ use conjunctive adverbs
Non-chronological reports	**- non-chron. reports linking to cross curricular topics / stemming from** **class text** ✓ builds paragraphs around a topic sentence

	✓ selects appropriate forms and formats to suit audience and purpose ✓ use modal verbs to indicate degrees of possibility ✓ use a wide range of punctuation correctly	
Poetry	**National curriculum requirements (Y5 and Y6)** -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension	**Poetry forms covered** Study of poetical devices – use of personification, onomatopoeia and metaphors. Look at a range of poems from Joseph Coelho, Carol Ann Duffy, Grace Nichols Study of the poetical devices used. Acrostic Build on prior learning of acrostic poems and use adverbs, modal verbs and metaphors.

Y6 Text Progression with Grammar

Stories	**own stories (following a theme), additional / alternative sections, short stories** ✓ Describe settings, characters and atmosphere ✓ Integrate dialogue in narratives to convey character and advance the action ✓ Use a range of devices to build cohesion (adverbials, synonyms) ✓ Punctuating direct speech ✓ Use expanded noun phrases to convey complicated information concisely ✓ Use a range of sentence lengths, structures and openers
Descriptions	**character and setting (complex compare and contrast and development / change of characters)** ✓ Describe settings and create atmosphere ✓ Bring characters alive through 'show, not tell' the reader ✓ Understand how words are related by synonyms and antonyms ✓ Use expanded noun phrases to convey complicated information concisely

	✓ Use figurative language
Recounts	**simple based on own experiences, based on the experiences of others (both real and fictional), letters, diaries, newspaper reports, eye-witness accounts, biography and autobiography (based on real/fictional people/ characters)** ✓ Writes making conscious links to reading ✓ Use verb tenses consistently and correctly throughout their writing ✓ Use active voice and passive voice ✓ Use subjunctive verb forms ✓ Use suitable forms with appropriate features for different text types (structuring letter, headlines, headings, subheadings etc.)
Instructions/Explanations	**Instruction/explanations based on cross curricular content or fictional content stemming from class text** ✓ use hyphens to avoid ambiguity ✓ use passive voice to affect how information is presented in a sentence ✓ ensure consistent use of tense throughout a piece of writing ✓ use colons semi colons and dashes to mark boundaries between independent clauses
Persuasion	**Leaflets, brochures, letters, speeches, (cross curric content or content from class text)** ✓ Use modal verbs to suggest degrees of possibility ✓ Use cohesive devices (adverbials, repetition) ✓ Demonstrate appropriate use of vocabulary and grammar to suit formal situations ✓ Recognise the subjunctive form and its uses (hypothetical)
Discussion	**written balanced arguments debating 2 sides of an issue (either current affairs, topical issue, cross curricular, content from class text)** ✓ Use passive verbs to affect how information is presented ✓ Use modal verbs to indicate degrees of possibility ✓ Link ideas across paragraphs ✓ Introduce, develop and conclude paragraphs appropriately
Non-chronological reports	**non-chron. reports linking to cross curricular topics / stemming from class text / based on fictional content** ✓ Use of passive voice (know the difference between active and passive) ✓ Punctuate bullet points consistently ✓ Use further organisational and presentational devices to structure texts and guide the reader (headings, subheadings, bullet points, lists) ✓ Use colons to introduce a list and semi colons within lists

	✓ Use expanded noun phrases to convey complicated information concisely ✓ Use hyphens to avoid ambiguity	
Poetry	**National curriculum requirements** -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension	**Poetry forms covered** Free Verse - study of language Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Kennings Build on knowledge from Y4. Children consider language choices and improving nouns.