Skelton School

Whole School Writing Curriculum Overview

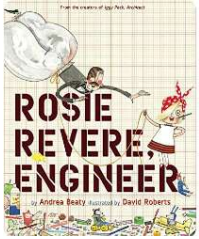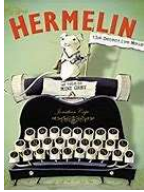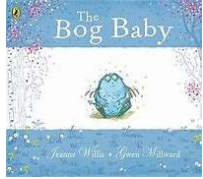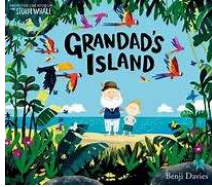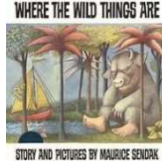| Year 1/2 A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	RICHARD ADAMS — THE ADVENTURES OF EGG BOX DRAGON	THE KING WHO BANNED THE DARK	Bethan Woollvin — Rapunzel	**The Last Wolf** — The Last Wolf, MINI GREY	**A River** — A River	**Rosie Revere, Engineer** — ROSIE REVERE, ENGINEER, by Andrea Beaty and David Roberts
Writing Outcome & Writing Purpose	Narrative: 2 incidental writes Purpose: To narrate and entertain.	Narrative: Banning Narrative Purpose: To narrate	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate	Narrative: Circular Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
	Instructions: How to build an egg box dragon Purpose: To instruct and inform.	Persuasion: Persuasive Letters Purpose: To persuade	Narrative: How to catch a witch Purpose: To instruct	Instructions: Recipes Purpose: To instruct	Recount: Letter Purpose: To inform	Explanation: How a machine works Purpose: To explain
Grammar Word	Build on previous units & focus on: Regular plural noun suffixes -s or -es Suffixes that can be added to verbs where no change is needed in the spelling of root words -ing, -ed and -er How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Formation of nouns using suffixes e.g. – ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, – less Use of the suffix –ly to turn adjectives into adverbs	Build on previous year & focus on: Reinforce plural noun suffix -s – es Suffix added to verbs - er	Build on previous year & focus on: Reinforce plural noun suffix -s – es Suffix added to verbs – ed	Build on previous units & focus on: Use of the Suffixes –er & – est in adjectives	Build on previous units & focus on: Formation of nouns using suffixes e.g. – ness, –er and by compounding Use of the Suffixes–er & - est in adjectives Use of the suffix –ly to turn adjectives into to adverbs
Grammar Sentence	Build on previous units & focus on: How words can combine to make sentences Joining words and joining clauses using 'and'	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.

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					Noun Phrases for description and specification	Expanded Noun Phrases for description and specification
		grammatical patterns in a sentence indicates its function as a question, exclamation and statement.				
Grammar Text	Sequencing sentences to form short paragraphs	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives		Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar Punctuation	Build on previous units & focus on: Introduction to question marks to demarcate sentences	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Conjunctions (co-ordination and subordination) Noun phrases Statements and questions	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list Apostrophes (for omission)

Terminology	Year 1: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma

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Year 1/2 B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	HERMELIN	The Bog Baby	GRANDAD'S ISLAND	WHERE THE WILD THINGS ARE	THE SECRET OF BLACK ROCK	Bloom
Writing Outcome & Writing Purpose	**Narrative:** Detective narrative. **Purpose:** To narrate and entertain.	**Narrative:** Finding narrative. **Purpose:** To narrate and entertain.	**Narrative:** Return narrative. **Purpose:** To narrate and entertain.	**Narrative:** Portal Narrative **Purpose:** To narrate and entertain.	**Narrative:** A return story **Purpose:** To narrate and entertain.	**3 Incidental writes Purpose:** To narrate and to entertain.
	Letters Purpose: To communicate, recount and inform.	**Instructions:** How to make a habitat. **Purpose:** To instruct and inform.	**Information:** Information about jungle animals. **Purpose:** To inform.	**Non-Chronological report:** All about wild things. **Purpose:** To inform.	**Postcards:** Postcards home **Purpose:** To communicate, recount and inform.	**Non-Fiction:** Diary Entry **Purpose**: To describe events in first person.
Grammar Word	Build on previous year & focus on: Reinforce plural noun suffix -s –es How prefix un – changes the meaning of verbs and adjectives.	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Suffix added to verbs– ing ed er	Build on previous year & focus on: Reinforce plural noun suffix -s –es Reinforce how prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Formation of adjectives using suffixes such as -ful, -less

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Grammar Sentence	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Conjunctions for co-ordination (or, and, but) and subordination (if, when, because) Expanded noun phrases for description and specification
Grammar Text	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Use of the progressive form of verbs in the present and past tense
Grammar Punctuation	Build on previous year & focus on: Separation of words with spaces Capital letters Capital letters for names Capital letters for personal pronoun I Full Stops Question mark Exclamation mark.	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) Commands and exclamations Present tense Past tense	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Progressive form of verb	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun – I Joining words and joining clauses using 'and' Nouns and verbs (an introduction)	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun – I Regular plural noun suffixes Suffixes that can be added to verbs where no change is needed. How the prefix un changes the meaning of verbs and adjectives	Build on previous units & focus on: Apostrophes to mark singular possession in nouns
Terminology	Year 1: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

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Year 3/4 A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	Into the Forest	Arthur and the Golden Rope	Egyptology	The Rhythm of the Rain	Leaf	The Secret Sky Garden
Writing Outcome & Writing Purpose	**Narrative:** Lost Narrative **Purpose:** To narrate	**Narrative:** Myth Narrative **Purpose:** To narrate	**Narrative:** Egyptian Mystery Narrative **Purpose:** To narrate	**Narrative:** Setting Narrative **Purpose:** To narrate	**Narrative:** Outsider Narrative **Purpose:** To narrate	**Narrative:** Transformation Narrative **Purpose:** To narrate
	Recount: Newspaper Report **Purpose:** To recount	**Information:** Defeating a Viking monster **Purpose:** To inform	**Recount:** Secret Diary **Purpose:** To recount	**Leaflet**: Rivers **Purpose**: To inform	**Information:** Polar Bears **Purpose:** To inform	**Poetry:** linked to/inspired by reading text **Purpose:** To entertain
Grammar Word	**Build on previous year & focus on:** Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how words are related in form and meaning	**Build on previous units & focus on:** Grammatical difference between plural and possessive -s	**Build on previous units & focus on:** Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	**Build on previous units & focus on:** Use of the forms a or an when next word starts with a consonant or a vowel	**Build on previous year & focus on:** Grammatical difference between plural and possessive -s	**Build on previous year & focus on:** Grammatical difference between plural and possessive –s Indicating possession by using the possessive apostrophe with plural nouns

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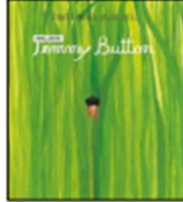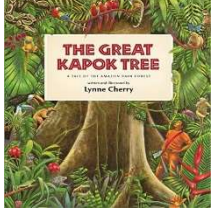
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Grammar Sentence	**Build on previous year & focus on:** Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	**Build on previous units & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	**Build on previous units & focus on:** Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	**Build on previous units & focus on:** Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	**Build on previous year & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	**Build on previous year & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns prepositions
Grammar Text	**Build on previous year & focus on:** Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	**Build on previous units & focus on:** Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	**Build on previous units & focus on:** Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	**Build on previous units & focus on:** Introduction to paragraphs as a way to group related material	**Build on previous unit & focus on:** Paragraphs to organise ideas around a theme	**Build on previous year & focus on:** Nouns or pronouns to aid cohesion and avoid repetition
Grammar Punctuation	**Build on previous year & focus on:** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Inverted commas to punctuate direct speech Simple past tense Present perfect tense Inverted commas for direct speech	**Build on previous units & focus on:** Apostrophes for possession (plural nouns) Fronted adverbials of place (where) Fronted Adverbials of manner (how) Pronouns and Possessive Pronouns	**Build on previous units & focus on:** Inverted commas to punctuate direct speech	**Build on previous units & focus on:** Inverted commas to punctuate direct speech	**Build on previous year & focus on:** Apostrophes for possession (plural nouns) Use commas after fronted adverbials Possessive '-s' Standard English form (of verb inflections)	**Build on previous year & focus on:** Use of commas after fronted adverbials Use of inverted commas to indicate direct speech
Terminology	**Year 3:** Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, adverb **Year 4**: Determiner, pronoun, possessive pronoun, adverbial					

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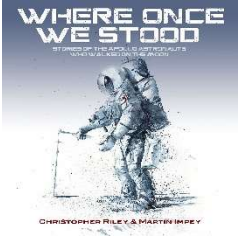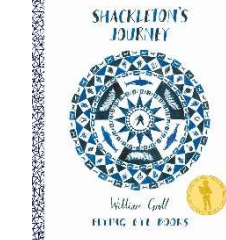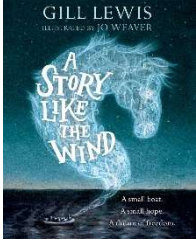| Year 3/4 B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	Fox	The Journey	The Lost Happy Endings	The Iron Man	Jemmy Button	The Great Kapok Tree
Writing Outcome & Writing Purpose	**Narrative:** Fable Narrative **Purpose:** To narrate **Information:** Foxes **Purpose:** To inform	**Narrative:** Refugee Narrative **Purpose:** To narrate **Recount:** Diary **Purpose:** To recount	**Narrative:** Twisted Narrative **Purpose:** To narrate **Persuasion:** Letter **Purpose:** To persuade	**Narrative:** Approach Threat Narrative **Purpose:** To narrate **Explanation:** How to capture the Iron Man **Purpose:** To explain	**Narrative:** Return Narrative **Purpose:** To narrate **Recount:** Letters **Purpose:** To recount	**Persuasion:** Letter **Purpose**: To persuade **Poetry:** linked to/inspired by reading text **Purpose:** To entertain
Grammar Word	**Build on previous year & focus on:** Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	**Build on previous units & focus on:** Verb inflections (we were instead of we was)	**Build on previous units & focus on:** Grammatical difference between plural and possessive -s	**Build on previous unit & focus on:** Formation of nouns using a range of prefixes e.g. auto- super- anti-	**Build on previous units & focus on:** Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	**Build on previous year & focus on:** Grammatical difference between plural and possessive –s Indicating possession by using the possessive apostrophe with plural nouns
Grammar Sentence	**Build on previous year & focus on:** Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	**Build on previous units & focus on:** Fronted adverbials	**Build on previous units & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	**Build on previous unit & focus on:** Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	**Build on previous units & focus on:** Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	**Build on previous year & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns prepositions

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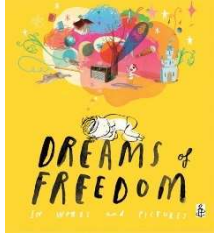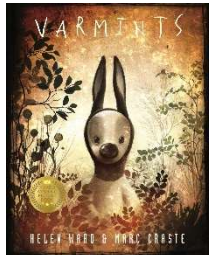
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	Build on previous year & focus on:	Build on previous units & focus on:	Build on previous units & focus on:	Build on previous unit & focus on:	Build on previous units & focus on:	Build on previous year & focus on:
Grammar Text	Present perfect form of verbs Introduction to paragraphs as a way to group related material	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Paragraphs to organise ideas around a theme	Present perfect form of verbs	Paragraphs as a way to group related material	Nouns within and across sentences to aid cohesion and avoid repetition
Grammar Punctuation	**Reinforce from previous year:** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Formation of nouns using a range of prefixes Consonants Vowel letters and consonant letter vowels	**Build on previous units & focus on:** Inverted commas and other punctuation to indicate direct speech Apostrophe for possession (plural nouns) Use comma after fronted adverbial Determiner (demonstratives) Determiner (possessives & quantifiers)	**Build on previous units & focus on:** Inverted commas and other punctuation to indicate direct speech Apostrophe for possession (plural nouns) Use comma after fronted adverbial Determiner (articles)	**Build on previous units & focus on:** Inverted commas to punctuate direct speech Clauses Subordinate clauses Paragraphs	**Build on previous units & focus on:** Inverted commas to punctuate direct speech Clauses Subordinate clauses Paragraphs	**Build on previous units & focus on:** Use comma after fronted adverbial
Terminology	**Year 3:** Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, adverb **Year 4**: Determiner, pronoun, possessive pronoun, adverbial					

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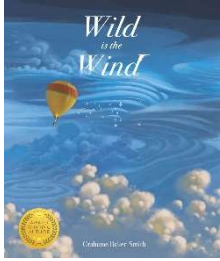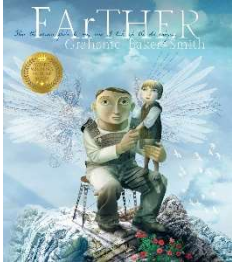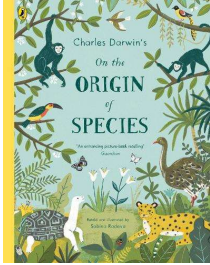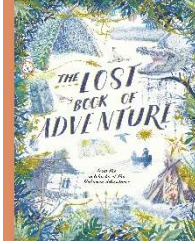| Year 5/6 A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	**Where Once we Stood**	**Shackleton's Journey**	**A Story Like the Wind**	**The Promise**	**Dreams of Freedom**	**Varmints**
Writing Outcome & Writing Purpose	**Narrative:** Exploration Narrative **Purpose:** To narrate	**Narrative:** Endurance Narrative **Purpose:** To narrate	**Narrative:** Flashback Narrative **Purpose:** To narrate	**Narrative**: Character Narrative **Purpose:** To narrate	**Narrative:** Freedom Narrative **Purpose:** To narrate	**Narrative:** Environmental Change Narrative **Purpose:** To narrate
	Recount: Formal Report **Purpose:** To recount	**Information/Recount:** Magazine Article **Purpose:** To inform & recount (hybrid)	**Recount:** Newspaper Report **Purpose:** To recount	**Recount:** Newspaper Report **Purpose:** To recount	**Information:** Letter about an issue to an MP **Purpose:** To inform	**Outcome:** Environmental Change Narrative **Purpose:** To write a narrative describing changes to our environment ---
Grammar Word	**Build on previous year & focus on:** The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	**Build on previous units & focus on:** Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal and informal vocabulary choices	**Build on previous units & focus on:** Developing understanding of how words are related by meaning as synonyms and antonyms

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Grammar Sentence	**Build on previous year & focus on:** Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	**Build on previous units & focus on:** Use of the passive to affect the presentation of information in a sentence	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal	**Build on previous units & focus on:** Indicate degrees of possibility using modal verbs and adverbs.	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were… Command, suggest demand – I recommend that… Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	**Build on previous units & focus on:** Using expanded noun phrases to convey complicated information concisely
Grammar Text	**Build on previous year & focus on:** Linking ideas across paragraphs, using adverbials	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and subheadings to structure text	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	**Build on previous units & focus on:** Linking ideas across paragraphs, using adverbials	**Build on previous units & focus on:** Recap of ellipsis for cohesion	---
Grammar Punctuation	**Build on previous units & focus on:** Dashes to mark boundaries between independent	**Build on previous units & focus on:** Commas for parenthesis Dashes to mark boundaries between independent clauses Relative pronouns Relative clauses Adverbs (to indicate degrees of possibility)	**Build on previous units & focus on:** Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Formal speech (sentence) Subjunctives	**Build on previous units & focus on:** Use hyphens to avoid ambiguity Modal verbs (to indicate degrees of possibility) Adverbials (of time/when) Adverbials (of place/where)	**Build on previous units & focus on:** Colon to introduce a list Semi-colons for more elaborate lists Use range of punctuation taught at KS2 to punctuate a series of sentences	**Build on previous units & focus on:** Indicating grammatical features using the semi-colon to mark the boundary between independent clauses Indicating grammatical features using the colon to mark the boundary between independent clauses
Terminology	**Year 5:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Year 6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

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Year 5/6 B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Vehicle Text	**Wild is the Wind**	**FArTHER**	**Origin of Species**	**The Lost Book of Adventure**	**Hansel and Gretel**	**Greta and the Giants**
Writing Outcome & Writing Purpose	**Narrative:** Journey Narrative **Purpose:** To narrate	**Narrative:** Setting Narrative **Purpose:** To narrate	**Narrative:** Discovery Narrative **Purpose:** To narrate	**Narrative:** Survival Narrative **Purpose:** To narrate	**Narrative:** Dual Narrative **Purpose:** To narrate	**Narrative:** Restoring the Environment Narrative **Purpose:** To narrate
	Purpose: To describe a character's journey through various settings Narrative	**Recount:** Letter **Purpose:** To recount	**Explanation:** Adaption explanation **Purpose:** To explain	**Explanation:** Survival Guide **Purpose:** To explain	**Persuasion:** Letter **Purpose:** To persuade	---
Grammar Word	Build on previous units & focus on: Using verb prefixes e.g. dis-, de-, mis-, over-, re-, im	**Build on previous units & focus on:** The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	**Build on previous units & focus on:** Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	**Build on previous units & focus on:** Converting nouns or adjectives into verbs using suffixes e.g. -ate (capitvate), -en (heartbroken), -ify (intensify), -ise (hypnotise)

Skelton School

Whole School Writing Curriculum Overview

Grammar Sentence	Build on previous units & focus on: Using relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Using expanded noun phrases to convey complicated information precisely	**Build on previous units & focus on:** Indicate degrees of possibility using modal verbs.	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal	**Build on previous units & focus on:** Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish- if I were…	**Build on previous units & focus on**: Using relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Using expanded noun phrases to coney complicated information precisely
Grammar Text	**Build on previous units & focus on**: Indicating grammatical features using dashes to indicate parenthesis Indicating grammatical features using commas to clarify meaning or avoid ambiguity Use of inverted commas to indicate direct speech (Y4)	**Build on previous units & focus on:** Linking ideas across paragraphs, using adverbials	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	**Build on previous units & focus on:** Linking ideas across paragraphs, using adverbials	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices-pronouns	---
Grammar Punctuation		**Build on previous units & focus on:** Commas for parenthesis Dashes to mark boundaries between independent clauses Relative pronouns Relative clauses Adverbs (to indicate degrees of possibility)	**Build on previous units & focus on:** Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	**Build on previous units & focus on:** Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity Brackets (to indicate parenthesis) Dashes (to indicate parenthesis) Commas (to indicate parenthesis)	**Build on previous units & focus on:** Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Informal speech (sentence) Formal speech (sentence) Subjunctives	**Build on previous units & focus on:** Indicating grammatical features using dashes to indicate parenthesis Indicating grammatical features using the commas to clarify meaning or avoid ambiguity Use of inverted commas to indicate direct speech
Terminology	**Year 5:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Year 6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					