

Curriculum Map - Writing

Curriculum Area: **Writing- Non Fiction**

Curriculum Intent: At Hilldene Primary School, we strive to enthuse, inspire and develop a love for writing. We aim to help our pupils to develop into articulate and imaginative communicators, who are well equipped with the basic skills as well as a genuine love of writing.

The development of writing is introduced from the day our pupils join our school. Writing starts from mark making and putting together their first written words to writing well thought out, detailed sentences that tell a story or share information. We aim to enable pupils through an experience-led and text-based approach; that allows them to understand vibrant and challenging vocabulary and sentence structure that they can apply in their everyday writing.

As a school, we work together to ensure that our pupils understand how widely writing is used in everyday life, therefore, how important and useful the skills are that they are learning. Close links are made across the curriculum to provide pupils with purposeful and meaningful opportunities to write.

We believe that writing skills must be embedded during a pupil's time at Hilldene Primary School through carefully planned opportunities that allow them to become passionate and well skilled writers.

Non Fiction

<u>Writing Composition</u>	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Skills taught:</p> <p>Children use their phonic knowledge to write ways in ways that match their spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves.</p> <p>Some words are spelt correctly and others are phonically</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about.</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes sense.</p> <p>To be able to discuss what they have written with the teacher or other</p>	<p>Skills taught:</p> <p>To be able to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>To be able to consider what they are going to write before beginning</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes sense.</p> <p>To be able to discuss what they have written with the teacher or other</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about.</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by sequencing sentences to form short narratives.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes</p>	<p>Skills taught:</p> <p>To plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models.</p> <p>To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>To be able to write by selecting appropriate grammar and vocabulary, understanding how</p>	<p>Skills taught:</p> <p>To plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models.</p> <p>To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>To be able to write by selecting appropriate grammar and vocabulary, understanding how such</p>

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	<p>plausible.</p>	<p>pupils.</p> <p>To be able to read aloud their writing enough to be heard by their peers and the teacher.</p>	<p>by writing down ideas and/or keywords, including new vocabulary.</p> <p>To be able to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>To be able to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>pupils.</p> <p>To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>sense.</p> <p>To be able to discuss what they have written with the teacher or other pupils.</p> <p>To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>such choices can change and enhance meaning.</p> <p>To be able to draft and write by precisising longer passages.</p> <p>To be able to draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>To be able to evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>To be able to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>To be able to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To be able to evaluate and edit by proof-read for spelling and punctuation errors</p> <p>To be able to evaluate</p>	<p>choices can change and enhance meaning.</p> <p>To be able to draft and write by precisising longer passages.</p> <p>To be able to draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>To be able to evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>To be able to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>To be able to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To be able to evaluate and edit by proof-read for spelling and punctuation errors</p> <p>To be able to evaluate and edit by perform their own compositions, using appropriate intonation,</p>
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						and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	volume and movement so that meaning is clear. To be able to use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
Instructions							
	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p>Knowledge taught:</p> <p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/ then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Knowledge taught:</p> <p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u></p>	<p>Knowledge taught:</p> <p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs.</p>	<p>Knowledge taught:</p> <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials</p>	<p>Knowledge taught:</p> <p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p>	<p>Knowledge taught:</p> <p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a</p>

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			Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Express time and cause; then, next, soon.	Comma after fronted adverbials	Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	text using cohesive devices such as adverbials.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.	Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.	Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high... Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking...
Text		Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using	Consolidate work from previous learning. Modifiers are used to intensify or qualify e.g. insignificant

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			clearer.		tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	flair and humour.	
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.
Vocabulary		1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to.. Avoid..	Don't forget to.. Be careful of... Don't worry about... Concentrate on... At this point...	Whilst that is... Focus on... Try to make sure that... When you do, don't.. I would suggest... Many people at this stage...
Recount – experiences, diary, police reports, sports, reports							

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	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could,	Simple sentences with extra description. Some complex sentences using when, if, as etc.	Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to

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			<p>should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>	<p>Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me</p>	<p>engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event</p>
Text		<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Descriptions of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's</p>	<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response uses it up for the reply.</p>

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						perspective.	
Punctuation							
Vocabulary		<p>First Next After Finally The best part was The worst part was I liked I didn't like</p>	<p>Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p>Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...</p>	<p>As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall..</p>	<p>They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</p>

Non-Chronological Reports

	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p><u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate</p>

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		<p>needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive</p>
Sentence		<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases</p>

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							used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...
Text		Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
Punctuation							
Vocabulary		___ are... ___ is...	They like to They can	The following report They don't	This report will The following	The purpose of this report/article is to..	They are unusually They are rarely

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		They are... The different... This is a ____ There are ____ These can be grouped ____	It can Like many I am going to There are two sorts of They live in The ____ have but the ____ have ____	It doesn't Sometimes Often Most	Information Usually Normally Even though Despite the fact As a rule	The information presented will... Some experts believe... This article is designed to Many specialists consider Firstly I will... It can be difficult __ will enable you to understand. Unlike Despite Although Like many	They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...
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Letters

	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u></p>

Curriculum Map - Writing

		<p>and/then. Tense Simple past tense 'ed'.</p>	<p>Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>	<p>consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then,</p>	<p>Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Sentence		<p>Sentences using simple pronouns and connectives.</p>	<p>Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely</p>

Curriculum Map - Writing

							dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire...
Text		Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.

Curriculum Map - Writing

Vocabulary		Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt...	While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...	As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently...
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Persuasion - Purpose: advert, leaflet, argument

	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so,</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u></p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u></p>

Curriculum Map - Writing

		<p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'</p>	<p>change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><u>ions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
Sentence		<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry...</p> <p>The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p>	<p>Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statement are used to change the readers opinion. E.g. you will never</p>

Curriculum Map - Writing

						Prepositional phrases used cleverly. e.g. In the event of a blackout...	need to...
Text		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Use a wide range of punctuation throughout the writing.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Curriculum Map - Writing

Vocabulary		<p>It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try</p>	<p>The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable</p>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible</p>
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Biography

	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p>Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular.</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs;</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs.</p>

Curriculum Map - Writing

		<p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Sentence		<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large crowd</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>Variation in sentence structures e.g. While we watched the sealion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position</p>

Curriculum Map - Writing

					response e.g. fabulous, showcase inspired me to....		e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the
Text		Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
Punctuation							
Vocabulary		First Next After Finally	As a child... As a teenager... At a young age... Many years later...	During his/her early life... Soon afterwards... Sometimes he...	In his /her early years... By the time he/she had... In his/ her final years...	In (insert year) at the age of.....he/she... The time came for... In his/her later	They are unusually They are rarely They are never.. They are very...

Curriculum Map - Writing

		When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...	Strangely... One of the most remarkable facts about... His/her greatest achievement was...	What is clear is that... Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She might have been... His/Her one regret was that...	years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...	Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than Half Less than half...
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Balanced Argument – Purpose: Speech, Essay, Letter.

	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because coordination</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p>

Curriculum Map - Writing

		'ed'.	– or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Introduce/revise adverbs. Express time and cause; then, next, soon.	Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Adverbs Link ideas across a text using cohesive devices such as adverbials.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or Qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...

Curriculum Map - Writing

						need to...	
Text		Ideas are grouped together for similarity. Write in first person.	Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction And conclusion using all the argument or leaflet layout features. Paragraphs developed With prioritised information. Both viewpoints are Transparent for the reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.
Vocabulary		but because some people like... some people feel... some	I am going to... In fact... It seems...	I will begin by... Maybe... Firstly...	This piece of writing will... ...feel convinced...	It strikes me that... My intention is to... To do this I will...	I will present.. Following that I will... One argument for this

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		<p>people believe... other people like... other people feel... other people believe...</p>	<p>To sum this up... The opposite view of this is... Not everyone agrees with this...</p>	<p>Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...</p>	<p>I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p>	<p>As I see it... It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	<p>is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>
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Newspaper

	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<p>Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjun</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives</p>

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		<p>adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><u>ctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
Sentence		<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved,</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident... Complex noun phrases used to add detail e.g. the</p>

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						which was nothing short of a miracle.	dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire...
Text		Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.

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		pronouns. Read words with contractions.	Possessive apostrophes for singular nouns. Commas to separate items in lists.				
Vocabulary		On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately	John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...	Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...