

Year A Holly Class

*Wording in blue = Year 3

Wording in green = Year 4

| | | Text structure | Sentence structure | Word structure/Language | Punctuation |
|------------------------------------|---|---|---|--|--|
| Throughout the year - in all units | | Secure use of planning tools Use 5 part story structure Identify audience and purpose of writing Variety of text layouts | Main and subordinate clauses, sentence types and length *Using editing to reshape, experiment and adjust | Ambitious vocabulary | All punctuation up to end of Year 4 |
| Autumn | P - Argument: Should children have homework? | Rhetorical questions to draw in the reader Viewpoint Summary clear Range of techniques to involve reader | Rhetorical questions for persuasion | Modal verbs Fact vs opinion Subjunctive form Subjunctive form | Revise key vocabulary: Up to Year 4 and some Year 5 |
| | I - Information report: Vikings, | Non-fiction headings Link ideas across paragraphs: cohesive devices/adverbials | Multi-clause sentences Secure use of complex sentences | Technical language | Punctuation of bullet points to list information. |
| | E - Narrative: Gelert and Beowulf | Use 5 part story structure | Simple/simple embellished sentences Sentence reshaping techniques | Empty words Precise vocabulary | Commas to clarify meaning or avoid ambiguity. Colon to introduce a list securely. Colon to introduce a list and semi-colons within lists. |
| | E - Poetry: The Listeners (LC) | | | Metaphor Personification Onomatopoeia Pathetic fallacy | |

Upper Key Stage Two English Punctuation and Grammar Overview

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|-------------|---|---|--|---|--|
| | D - Review of a school trip/experience | Express own opinions clearly | Adverbial phrase openers | Informal vocabulary vs formal vocabulary | Brackets, dashes and commas to indicate parenthesis. |
| Spring term | P - Persuasive letter/speech: The Windrush Child (LC) | Appropriate formal/informal styles | Relative clauses | Modal verbs | Bullet points and punctuate accurately. |
| | I - Non-chronological report: Children of the Benin Kingdom (LC) | Independently choose layout devices | Active and passive sentences | Passive form Technical language Tense forms: past, present, progressive/perfect. | Brackets, dashes and commas to indicate parenthesis. |
| | E - Narrative: The Lost Things by Shaun Tan (LC) | Paragraphs (cohesion and TIPTOP) | Multi-clause sentences Secure use of complex sentences Expanded noun phrases Adverbial phrase openers | Synonyms and antonyms Subjunctive form | |
| | D - Newsarticle: Fairytale based | Summary clear Identify audience and purpose of writing | Expanded -ed clauses as starters (ed/ing/ly) Drop in -ed clauses | Consistent use of tense Convert nouns/adj. To verbs | How hyphens can be used to avoid ambiguity |
| Summer term | P - Persuasive letter *Playscript: The Tempest | | Moving sentence chunks Rhetorical questions for persuasion | Verb prefixes | Semi-colon, colon and dash to mark boundary between independent clauses Revise all punctuation |
| | I - Guidebook: design your own island | Range of techniques to involve reader Appropriate formal/informal styles | Expanded -ed clauses as starters (ed/ing/ly) Rhetorical questions for persuasion Expanded noun phrases | Choice for effect Choosing appropriate register | Punctuation of bullet points to list information. Brackets, dashes and commas to indicate parenthesis. Revise all punctuation |

Upper Key Stage Two English Punctuation and Grammar Overview

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|--|--|--|--|--|--|
| | E - Narrative writing: The island (LC) | Plan opening using description/action/dialogue Use 5 part story structure Link ideas across paragraphs: cohesive devices/adverbials | Dialogue to convey character and advance action Choosing appropriate register Formal vs informal speech | Metaphor Tense forms: past, present, progressive/perfect. | Commas to clarify meaning or avoid ambiguity. Revise all punctuation |
| | D - The hidden forest: balanced discussion (LC) | | Indicating degree of possibility Adverbial phrase openers Moving sentence chunks | Choice for effect Literary features to create effect | Brackets, dashes and commas to indicate parenthesis. Revise all punctuation |

Year B Holly Class

| | Year B: | Text structure | Sentence structure | Word structure/Language | Punctuation |
|--------|--|---|--|---|--|
| Autumn | P - Argument: Should rationing be re-introduced? | Rhetorical questions to draw in the reader Viewpoint | Rhetorical questions for persuasion | Fact vs opinion | Revise key vocabulary: Up to Year 4 and some Year 5 |
| | I - Evacuation diary writing: Flossie's war diary | Appropriate formal/informal styles | Simple/simple embellished sentences Expanded -ed clauses as starters (ed/ing/ly) Adverbial phrase openers | Relative clauses | Commas to clarify meaning or avoid ambiguity. Subdivision of a sentence with a comma. |
| | I - News article: Blitz bombing | Summary clear | Sentence reshaping techniques Moving sentence chunks | Convert nouns/adj. To verbs Technical language Expanded noun phrases | How hyphens can be used to avoid ambiguity |

Upper Key Stage Two English Punctuation and Grammar Overview

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|-------------|---|---|--|---|--|
| | | | | Informal vocabulary vs formal vocabulary | |
| | E - Mystery narrative: High Rise Mystery (LC) | Paragraphs (cohesion and TIPTOP) Use 5 part story structure | Simple/simple embellished sentences Sentence reshaping techniques Active and passive sentences Dialogue to convey character and advance action Formal vs informal speech | Passive form Metaphor Personification Choosing appropriate register Empty words Informal vocabulary vs formal vocabulary | |
| | E - Poetry | | | | |
| | D - Review of a school trip | Express own opinions clearly Range of techniques to involve reader | Drop in -ed clauses | Consistent use of tense Modal verbs | Colon to introduce a list securely. Colon to introduce a list and semi-colons within lists. |
| Spring term | P - Persuasive letter: Ticket to the moon | Summary clear Range of techniques to involve reader | Multi-clause sentences | Synonyms and antonyms Modal verbs Choosing appropriate register | Brackets, dashes and commas to indicate parenthesis. Semi-colon, colon and dash to mark boundary between independent clauses Colon to introduce a list and semi-colons within lists. |
| | I - Diary/journal Shackleton's journey by William Grill | Independently choose layout devices | Adverbial phrase openers | Technical language Informal vocabulary vs formal vocabulary Formal vs informal | Punctuation of bullet points to list information. |

Upper Key Stage Two English Punctuation and Grammar Overview

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| | | | | speech | |
| | I - Biography: Hidden figures by Margot Lee Shetterly | Non-fiction headings | Multi-clause sentences Adverbial phrase openers Sentence reshaping techniques Moving sentence chunks | Consistent use of tense Tense forms: past, present, progressive/perfect. | |
| | E - Setting description: Adventures on the high seas. | Plan opening using description/action/dialogue Link ideas across paragraphs: cohesive devices/adverbials | Pathetic fallacy Precise vocabulary Choice for effect Metaphor Personification | Onomatopoeia Literary features to create effect Expanded noun phrases Metaphor | |
| | D- Discussion: The Strange case of Origami Yoda by Tom Angleberger (LC) | Viewpoint | Multi-clause sentences Sentence reshaping techniques Secure use of complex sentences | Convert nouns/adj. To verbs Relative clauses Modal verbs | Semi-colon, colon and dash to mark boundary between independent clauses |
| Summer term | P - Speech: Vote for me, democracy | Appropriate formal/informal styles | Rhetorical questions for persuasion | | Revise all punctuation |
| | I - Information report: Greek gods and goddesses: 'Mythologica' | Independently choose layout devices | Active and passive sentences | Technical language Fact vs opinion | Brackets, dashes and commas to indicate parenthesis. Revise all punctuation |
| | E - Myth/adventure story - The Odyssey (LC) | Plan opening using description/action/dialogue Use 5 part story structure | Multi-clause sentences Adverbial phrase openers Dialogue to convey character and advance action | Tense forms: past, present, progressive/perfect. Empty words | Revise all punctuation |
| | D- Review: school residential trip | Express own opinions clearly Paragraphs (cohesion and TIPTOP) Summary clear | Indicating degree of possibility Subjunctive form | Verb prefixes Consistent use of tense | Revise all punctuation |
| | D - Discussion: Is technology | Viewpoint | Secure use of complex | Fact vs opinion | Revise all punctuation |

Upper Key Stage Two English Punctuation and Grammar Overview

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|--|--------------|--|--|--|--|
| | good or bad? | Link ideas across paragraphs: cohesive devices/adverbials | sentences Formal vs informal speech | Modal verbs Choosing appropriate register | |
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