

Year A

*Wording in blue = Year 5

Wording in green = Year 6

		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 Beowolf	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

	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

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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

	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

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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.

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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

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