

Writing Curriculum - LTP

Genre Progression Years 1 to 6

Notes:

Writing at Al-Islamia is a creative and engaging undertaking. We aim to guide our children to meet their writing potential by introducing them to quality literature and a vocabulary-rich learning environment through immersion and conscious teaching. The writing units have been written to incorporate two teaching strategies, both of which are highly acclaimed and have proven to be effective and engaging, namely *Talk for Writing* (T4W) and *The Write Stuff* (TWS). The initial foray into text analysis will be an adaptation of the IMITATE phase of T4W, while the INNOVATE and INVENT phases will comprise of strategies advocated by the TWS approach.

Each year group will have the opportunity to become confident writers through the exploration of various genre types, including poetry. We have included poetry despite the DfE guidance regarding its position in terms of moderation, as we feel that poetry is evocative; reflects the principles and rhythms of our daily language of prayer and has the potential to reflect the breadth of imagination, feeling and experience that our children will have access to.

The number of units for each year group will differ, although all will have at least 7 units of writing.

The total number of writing weeks for each year group from Years 2 to 6 will vary between 30 and 34, to ensure that children have time to reflect and focus on their writing units, but are also able to enjoy opportunities and events that take place throughout the school year, and scheduled into the calendar enhance their learning experiences.

Every unit will comprise of a model text that will be analysed for its writing techniques, grammar/punctuation choices and negative and positive intent in terms of vocabulary choices. The model texts for KS1 will comprise of familiar or high-quality literature that has been adapted to suit the writing purpose. The model texts for KS2 will be a mixture of texts written/published by Pie Corbett et al. and literature written by children's authors, adapted where necessary, to enable children to analyse texts that match their writing focus.

Year 1 will begin the year focusing on basic literacy and writing skills, such as letter formation; name recognition and writing and recognising and spelling phase-related phonics and tricky words, using familiar stories such *The Very Hungry Caterpillar* to guide learning activities. This will be in addition to Phonics and Reading sessions (both small-group and whole-class). The literacy and writing skills will be assessed after three weeks and will inform whether children require more time to develop these necessary foundation skills or whether they are ready to move on to planned units of writing that are genre-focused.

The tables below outline the units of genre-focused work that have been planned for each year group. **Year 1 will begin their writing journey at Unit 1, when they are ready to do so, and will continue through the units until the end of June 2021.** Teachers are encouraged to begin with

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Unit 1 and work through progressively, but are welcome to select units that can be adapted to suit the content of the wider curriculum to enable making meaningful links between areas of learning.

Year 1:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
Pre-writing	Early-writing skills	3	15	Use the following strategies progressively and linked to familiar literature to write own names, days of the week, phonics-aligned words and tricky words: <ul style="list-style-type: none"> • Trace • Find and copy • Recall and write 	Letter formation Capital letters Writing stamina Left-to-right Cursive style – non-joined *see EYFS writing goals/objectives
1	NF - Recount	3	15	Simple connectives used to join ideas: ‘and’ Using capital letters and full stops to punctuate sentences	Noun Colour adjectives Verbs of feeling and action Past tense 1 st person pronouns
2	Poetry - Kennings	3	13	Begin lines with capital letters Punctuating questions with a question mark	Nouns Verb to noun using ‘-er’
3	NF – Information Report	3	13	Using capital letters and full stops to punctuate sentences Simple connectives used to join ideas in sentences: but, and, then, so	Present tense Verb ‘to be’: is/are Third person pronouns Nouns Adjectives of colour, size, shape, sound
4	Fiction - Narrative	3	17	Using capital letters and full stops to punctuate sentences Simple connectives used to join ideas in sentences: and, so	Past tense Verb ‘to be’: was/were Third person pronouns Nouns Adjectives Verbs of sight/sound/action

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5	Poetry – Shape poems	2	11	Capital letters for each new idea	Present tense 3 rd person pronoun Nouns Adjectives
6	Fiction - Narrative	3	15	Capital letters, full stops and exclamation marks to punctuate sentences Linking ideas with connectives: and	1 st person pronoun Present tense Exclamation mark
7	NF – Instructions	2	11	Capital letters and full stops Chronological order	Sequential adverbs Imperative (bossy) verbs Impersonal
8	Fiction - Narrative	3	16	Capital letters, full stops and spaces between words Linking ideas with simple connectives Signal the beginning with ‘One day...’	Adjectives with -er and -est Past tense verbs with -ed 3 rd person pronouns Use of nouns (including those with -er endings)
9	Non-Fiction – Postcard	2	11	Capital letters and full stops Exclamation marks to show surprise/excitement Clear salutation and sign off	1 st and 2 nd person pronouns Past tense verbs Nouns Adjectives: -er and -est`
10	Fiction – Emotive	4	20	Capital letters and full stops Connectives to join ideas Breadth of vocabulary – onomatopoeia, action, etc	3 rd person pronouns Past tense verbs Nouns Adjectives - superlatives Connectives: and/but
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 1, i.e.: <ul style="list-style-type: none"> • Days of the week • ‘Tricky words’ from Phases 2 to 5 of the Letters and Sounds phonics scheme 	Knowledge and recognition of, and increasingly confident use of: <ul style="list-style-type: none"> • Nouns • First person pronoun • Third person pronouns • Verbs in their simple form • Adjectives, including -er and -est words to describe • Capital letters

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				<ul style="list-style-type: none"> • Verbs in the past tense with -ed ending (i.e. jumped as opposed to jump) • Comparative and superlative with -er and -est endings • Nouns formed by adding -er to the ends of verbs 	<ul style="list-style-type: none"> • Full stops • Question marks • Exclamation marks
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Year 2: Use Unit 1 to identify gaps in knowledge and learning.

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1 (Year 1 Unit 10) * Unit can be lengthened to provide additional Experience Days to address gaps in knowledge re: Y1 Grammar and Punctuation	Fiction – Emotive	4*	20*	Capital letters and full stops Connectives to join ideas Breadth of vocabulary – onomatopoeia, action, etc.	3 rd person pronouns Past tense verbs (adding -ed with no change to root) Nouns Adjectives - superlatives Connectives: and/but Ensuring awareness of: <ul style="list-style-type: none"> • 1st person pronouns • Spelling knowledge of days of the week and tricky words (Letters and Sounds, Phases 2 to 5)
2	Poetry – Figurative Language	3	15	Capital letters to start each line Similes Alliteration Poem pattern	Present tense Verbs with -ing Extended noun phrases Prepositions
3	NF - Letter	2	10	Subject/verb sentences Simple adverbs Simple noun phrases	Consistent use of past tense '-ly' to adjectives to make adverbs

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					Connectives for subordination: when, because Connectives for coordination: and, but Use full stops correctly
4	Fiction – Setting Description	3	16	Subject/verb sentences Simple adverbs Simple noun phrases Similes	Consistent use of past tense ‘-ly’ to adjectives to make adverbs Connectives for subordination: when, because Connectives for coordination: and, but Use full stops correctly Commas in a list
5	Poetry - Traditional	3	14	Questions Prepositional phrases Rhymes	Question marks Capital letters Nouns Prepositions Adjectives Present tense
6	NF - Biography	4	20	Subject/verb sentences Simple adverbs Simple noun phrases Alliteration Similes	Past tense and appropriate verb endings Nouns, including plural nouns Subordination conjunctions Coordination conjunctions -ly adverbs Adjectives Punctuation including question marks
7	Fiction – Monster Story	5	23	Subject/verb sentences Noun phrases Simple adverbs	Punctuation including exclamation marks and commas in a list Adverb starters, including sequential adverbs -ly adverbs Capital letters for proper nouns Subordination conjunctions Coordination conjunctions Past tense and appropriate verb endings
-	Areas of GPS that CT has			Using appropriate grammar and punctuation to create sentences that are spelled correctly	Knowledge and recognition of, and increasingly confident use of:

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	identified as needing focus			<p>or phonetically plausibly per the guidance for Year 2, i.e.:</p> <ul style="list-style-type: none"> • New spellings for phonemes (Phase 5) • Common exception words • Contractions • Adding suffixes such as -ment, -ness, -ful, -less and -ly to create longer words <p>See National Curriculum Spelling Appendix for further details</p>	<ul style="list-style-type: none"> • Four sentence types • Joining sentences • Expanded noun phrases • Progressive form of verbs • Using suffixes such as -ness or -er to form nouns • Using suffixes such as -ful or -less to create adjectives • Using -er or -est to create comparative or superlative adjectives • Using -ly to turn adjectives into adverbs • Commas to separate a list • Apostrophes to mark singular possession or contraction • A range of conjunctions
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Year 3: Use Unit 1 to identify gaps in Grammar and Punctuation

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1 (Year 2, Unit 9) * Unit can be lengthened to provide additional Experience Days to address gaps in knowledge re: Y2	Fiction – Quest	4*	20	<ul style="list-style-type: none"> – Subject/verb sentences – Chronology – Simple adverbs – Simple noun phrases – Past tense 	<ul style="list-style-type: none"> – Punctuation including commas in a list, exclamation marks and question marks – Comparatives – -ly adverbs – Conjunctions (coordination and subordination) including: and, so, but, when, as – Noun phrases – Past progressive form

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Grammar and Punctuation					
2	NF – Diary	3	14	<ul style="list-style-type: none"> - Simple sentences with extra description - Some complex sentences including <i>if, when, as, etc</i> - Tense consistent - Adverbial 	<ul style="list-style-type: none"> - Present perfect form of verbs - Using ‘a’ and ‘an’ correctly - ly adverbs - Expressing time, place and cause using conjunctions, adverbs and prepositions
3	Fiction – Black Rock	4	19	<ul style="list-style-type: none"> – Simple sentence with extra description – Some complex sentences using complex conjunctions – Tense consistent to purpose – Dialogue is realistic – Specific verb use – Adverbials – Expanded noun phrases 	<ul style="list-style-type: none"> – Time adverbials – Possessive apostrophe for singular nouns Inverted commas – -ly adverbs – Conjunctions – Present and past form of verbs – a/an determiners – Adjectives
4	NF – Non-Chronological Report	3	15	<ul style="list-style-type: none"> • Simple sentences with extra information • Some complex sentences • Consistent tense • Adverbials 	<ul style="list-style-type: none"> • Connectives express time and cause • Consistent use of present tense • Express time and cause using adverbs • Choose appropriate adjectives • Nouns and pronouns used to avoid repetition • Possessive apostrophes for plural nouns
6	Fiction – Traditional Tale	3	14	<ul style="list-style-type: none"> – Time and place are referenced to guide the reader through the text – Organised into paragraphs – Cohesion is strengthened through relationships between characters – Simple sentences with extra description – Some complex sentences 	<ul style="list-style-type: none"> – Introduce inverted commas – Nouns and pronouns used to avoid repetition – Present perfect form of verbs

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				<ul style="list-style-type: none"> - Tense is consistent - Dialogue is realistic and conversational - Verbs used are specific - Adverbials are used - Expanded noun phrases 	
7	NF – Persuasive Leaflet (toy advert)	3	13	<ul style="list-style-type: none"> - Effective title - A clear introduction - Paragraphs based around a key point - Concluding point - Simple sentences with extra description - Some complex sentences - Short sentences, starting with verbs 	<ul style="list-style-type: none"> - Relative clauses - Subordinate clauses - Adverbials for time and cause - Compound and subordinate conjunctions to express time and cause - Possessive apostrophes for singular nouns - Begin to use possessive apostrophes for plural nouns - Present perfect form of verbs - Verbs in imperative form - Inverted commas for speech/quotes
8	Fiction - Myth	5	23	<ul style="list-style-type: none"> • Simple sentences with extra description • Some complex sentences using connectives • Consistent use of tense • Dialogue is realistic • Specific use of verbs • Adverbials • Expanded noun phrases 	<ul style="list-style-type: none"> • Nouns and pronouns to avoid repetition • Choose appropriate adjectives • Use connectives/conjunctions to express time/cause • Use adverbs to express time/cause • Possessive apostrophes for plural nouns • Introduce inverted commas
-	Areas of GPS that CT has identified as needing focus			<p>Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 3, i.e.:</p> <ul style="list-style-type: none"> • Using more prefixes and suffixes 	<p>Knowledge and recognition of, and increasingly confident use of:</p> <ul style="list-style-type: none"> • Use a/an correctly

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				<ul style="list-style-type: none"> • Spelling more homophones • Spelling words that are often misspelt • Using the possessive apostrophe with regular and irregular plurals • Checking spellings in a dictionary <p>See National Curriculum Spelling Appendix for further details</p>	<ul style="list-style-type: none"> • Express time, place and cause with conjunctions, adverbs and prepositions • Use paragraphs to group related ideas • Use heading and subheadings • Use the present perfect form of verbs • Use inverted commas to punctuate speech
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Year 4:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1 (Year 3, Unit 8) * Unit can be lengthened to provide additional Experience Days to address gaps in knowledge re: Y3 Grammar and Punctuation	Fiction - Myth	5	23	Simple sentences with extra description Some complex sentences using connectives Consistent use of tense Dialogue is realistic Specific use of verbs Adverbials Expanded noun phrases	Nouns and pronouns to avoid repetition Choose appropriate adjectives Use connectives/conjunctions to express time/cause Use adverbs to express time/cause Possessive apostrophes for plural nouns Introduce inverted commas
2	NF – Newspaper Report	3	15	- Variation in sentence structures - Use embedded/relative clauses - Include adverbs to indicate how often/frequency	- Fronted adverbials, followed by a comma - Apostrophe to mark singular and plural possession - Inverted commas and related punctuation to punctuate direct speech

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					- Correct use of tense
3	Fiction – Imagery/ Setting	3	16	<ul style="list-style-type: none"> - Include adverbs to show how often or add subtlety of meaning - Tense changes appropriate - Verbs may refer to continuous action 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - Know what an adverbial phrase is - Use fronted adverbials - Comma after fronted adverbial - Apostrophe to mark singular and plural possession
4	NF – Persuasive Argument	3	15	<ul style="list-style-type: none"> – Clear introduction and conclusion. – Links between key ideas in the letter. – Paragraphs organised correctly into key ideas. – Topic sentences – 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. – More complicated rhetorical questions e.g. haven't you always longed for a...? 	<ul style="list-style-type: none"> – Apostrophe for possession – SE verb inflections – Noun phrases with modifiers (adjectives, nouns and prepositions) – Fronted adverbials – Paragraphs to organise ideas – Appropriate nouns and pronouns
5	Poetry – Thematic Poetry	2	10	<ul style="list-style-type: none"> – Understand the structure of a model poem – Identify and use the structure of a poem – Enjambment – Rhetorical question 	<ul style="list-style-type: none"> – Using SE verb inflections – Noun phrases with modifying adjectives, nouns and prepositional phrases – Using paragraphs (stanzas) to organise ideas – Modal verbs – Ellipsis

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6	Fiction – The Whale (Adventure)	4	21	<ul style="list-style-type: none"> - Variation in sentence structures - Use embedded/relative clauses - Include adverbs to show how often or add subtlety of meaning - Tense changes appropriate - Verbs may refer to continuous action 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - Know what an adverbial phrase is - Use fronted adverbials - Comma after fronted adverbial - Apostrophe to mark singular and plural possession - Use inverted commas and other punctuation to indicate direct speech
7	NF – Instruction Text	3	13	<ul style="list-style-type: none"> • 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 tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg. • 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. 	<ul style="list-style-type: none"> • Semi-colons in a list • Comma after fronted adverbial • Accurate of plural and possessive 's' • SE verb inflections • Modifying adjectives, nouns and prepositions • Fronted adverbials • Paragraphs to organise ideas
8	Fiction – Extending a Story	5	23	<ul style="list-style-type: none"> - Link between opening and resolution - links between sentences to help navigate the reader from one idea to the next - paragraphs organised correctly to build up to key event - repetition avoided through using different sentence structures and ellipsis - use of embedded/relative clause 	<ul style="list-style-type: none"> - '-s' used appropriately for possession or plurality - apostrophes for singular/plural possession - SE verb inflections (<i>those books</i>, not <i>them books</i>) - noun phrases with modifiers - fronted adverbials followed by comma - adverbial phrase

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				- include adverbs for subtlety or consistency of time - appropriate tense change	- using inverted commas (speech marks) to punctuate speech
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 4, i.e.: <ul style="list-style-type: none"> • Using more prefixes and suffixes • Spelling more homophones • Spelling words that are often misspelt • Using the possessive apostrophe with regular and irregular plurals • Checking spellings in a dictionary See National Curriculum Spelling Appendix for further details	Knowledge and recognition of, and increasingly confident use of: <ul style="list-style-type: none"> • Knowing the plural and possessive -s • Use apostrophes for plural possession • Using SE verb inflections • Writing noun phrase with modifying adjectives, nouns and prepositional phrases • Using fronted adverbials • Using paragraphs to organise ideas • Choosing appropriate nouns and pronouns • Using inverted commas to punctuate speech

Year 5:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1 (Year 4, Unit 8) * Unit can be lengthened to provide additional Experience Days to address gaps in knowledge	Fiction – Extending a Story	5	23	- Link between opening and resolution - links between sentences to help navigate the reader from one idea to the next - paragraphs organised correctly to build up to key event - repetition avoided through using different sentence structures and ellipsis - use of embedded/relative clause - include adverbs for subtlety or consistency of time	- '-s' used appropriately for possession or plurality - apostrophes for singular/plural possession - SE verb inflections (<i>those books, not them books</i>) - noun phrases with modifiers - fronted adverbials followed by comma - adverbial phrase - using inverted commas (speech marks) to punctuate speech

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re: Y4 Grammar and Punctuation				- appropriate tense change	
2	NF – Explanation	2	13	- Sentence length is varied - Active and passive voice used deliberately - Wide range of subordinating conjunctions	- Locate and identify expanded noun phrases - Use modal verbs - Prefixes and suffixes - Use tense appropriately - Use adverbial phrases of time, place and number - Use fronted adverbials - Use commas after fronted adverbials - Use semi-colons, colons and inverted commas
3	Fiction - Cosmic	3	14	- Sentence length is varied - Active and passive voice used deliberately to heighten engagement - Wide range of subordinate conjunctions - Embedded subordinate clauses for effect and/or economy - Figurative language used to build description - Repetition is used for effect	- Use modal verbs - Change tense according to features of the genre - Parenthesis - Semi-colons - Include relative clauses
4	NF – Letter	3	16	<ul style="list-style-type: none"> – 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. – Sentence length varied e.g short/long. 	<ul style="list-style-type: none"> – First and second person pronouns – Parentheses (brackets, dashes, commas) – Colon – Semi-colon – Converting nouns or adjectives using suffixes -ate, -ise and -ify – Linking ideas across paragraphs using adverbials of time, place and number – Using modal verbs

				<ul style="list-style-type: none"> – 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. 	
5	Fiction – Twisted Traditional Tale	3	14	<ul style="list-style-type: none"> • Opening and resolution shape the story • Structural features of narrative are included e.g. repetition for effect • Paragraphs varied in length and structure. • Pronouns used to hide the doer of the action e.g. it crept into the woods • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer • Wide range of subordinate connectives e.g. whilst, until, despite. • Embedded subordinate clauses are used for economy or emphasis • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls 	<ul style="list-style-type: none"> • Parentheses • Ellipsis • Semi-colon • Adverbials of time, place and number • Fronted adverbials, followed by commas

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				<ul style="list-style-type: none"> • Repetition is used for effect e.g. the boys ran and ran until they could run no more. 	
6	NF – Non-Chronological Text	3	12	<ul style="list-style-type: none"> – Developed introduction and conclusion using all the layout features. – Description of the phenomenon is technical and accurate. – Generalised 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. – Sentence length varied e.g short/long. – Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. – Wide range of subordinate connectives e.g. whilst, until, despite. 	<ul style="list-style-type: none"> – Know what an adverbial phrase is. – Fronted adverbials – Comma after fronted adverbials. – Adverbials of time, place and number. – Use modal verbs. – Use a wide range of connectives. – Using brackets, dashes, or commas to indicate parentheses
7	Fiction – Mystery	4	18	<ul style="list-style-type: none"> - Sentence length is varied - Active and passive voice used deliberately - Wide range of subordinate conjunctions - Embedded subordinate clauses - Figurative language used to build description - Repetition used for effect 	<ul style="list-style-type: none"> - Modal verbs - Tense change according to features of genre - Brackets - Dashes - Colons - Semi-colons
8	NF – Persuasive Leaflet	2	11	<ul style="list-style-type: none"> – Arguments are well constructed that answer the reader’s questions. 	<ul style="list-style-type: none"> – Link ideas across a text using cohesive devices such as adverbials. – Use modal verbs.

	(global concerns, e.g., global warming)			<ul style="list-style-type: none"> – 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. – 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... 	<ul style="list-style-type: none"> – Expanded noun phrases to convey complicated information concisely. – Colons – Imperative verbs
9	Poetry – Free Verse				
-	Areas of GPS that CT has identified as needing focus			<p>Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 5, i.e.:</p> <ul style="list-style-type: none"> • Converting nouns and adjectives into verbs using suffixes like -ate, -ise and -ify • Using more prefixes and suffixes • Spelling some words with ‘silent’ letters • Knowing the difference between homophones and other confusing words • Using morphology and etymology in spelling 	<p>Knowledge and recognition of, and increasingly confident use of:</p> <ul style="list-style-type: none"> • Using relative clauses starting with who, which, where, when, whose, that • Showing degrees of possibility using adverbs or modal verbs • Using words and phrases to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number, or tense choices • Using brackets, dashes or commas to indicate parenthesis • Using commas to clarify meaning

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				<ul style="list-style-type: none"> • Checking spellings in a dictionary • Using a thesaurus See National Curriculum Spelling Appendix for further details	
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Year 6:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1 (Year 5, Unit 8) * Unit can be lengthened to provide additional Experience Days to address gaps in knowledge re: Y5 Grammar and Punctuation	Fiction – Mystery	4	18	<ul style="list-style-type: none"> - Sentence length is varied - Active and passive voice used deliberately - Wide range of subordinate conjunctions - Embedded subordinate clauses - Figurative language used to build description - Repetition used for effect 	<ul style="list-style-type: none"> - Modal verbs - Tense change according to features of genre - Brackets - Dashes - Colons - Semi-colons
2	NF – Biography	3	17	<ul style="list-style-type: none"> - Verb forms are controlled and precise - Modifiers and used to qualify and intensify - Sentence length and type varied according to purpose - Fronted adverbials clarify meaning - Complex noun phrases used to add detail - Prepositional phrases used cleverly 	<ul style="list-style-type: none"> - Locate and identify noun phrases - Use modal verbs - Use prefixes and suffixes for verbs (see NC14 Spelling Appendix) - Appropriate choice of adjectives - Wide range of conjunctions - Tense controlled and change according to purpose - Dashes - Parentheses – brackets, dashes, commas

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3	Fiction – Fighting a Fear Story	4	20	<ul style="list-style-type: none"> – Well-constructed and raises intrigue – Dialogue is used to move the action on – Dialogue is used to heighten empathy for central character – Deliberate ambiguity is set up in the mind of the reader until later on in the text – Viewpoint is well-controlled and precise – Modifiers are used to intensify and qualify – Sentence length and type is varied according to purpose – Fronted adverbials used to clarify writer’s position – Figurative language used to build up description – Complex noun phrases used to add detail – Prepositional phrases used cleverly 	<ul style="list-style-type: none"> – Appropriate voice – Cohesive devices – Semi-colons and dashes to mark independent clauses – Semi-colons in lists
4	NF – Diary Entry	3	16	<ul style="list-style-type: none"> – Well-constructed and answers reader’s questions – Writer understands the impact and thinks about the response – Information prioritised according to importance – Verb forms are controlled and precise – Modifiers used to quantify and qualify – Sentence type and length varied according to purpose 	<ul style="list-style-type: none"> – Passive voice – Cohesive devices, e.g. ellipsis – Colons, semi-colons and dashes – Hyphens used to prevent ambiguity

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				<ul style="list-style-type: none"> – Fronted adverbials used to clarify writer’s position – Complex noun phrases used to add detail – Prepositional phrases used cleverly 	
5	Fiction – Narrative from Traditional Poems	3	14	<ul style="list-style-type: none"> – The story is well constructed and raises intrigue. – Dialogue/inner thought is used to move the action on who heighten empathy for central character – Deliberate ambiguity is set up in the mind of the reader until later in the text – Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. – 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 his selfish actions... – Figurative language used to build up description e.g. everyone charged like a deer pack under threat – Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. 	<ul style="list-style-type: none"> – Using the passive voice – Using formal and informal language as appropriate – Linking ideas across paragraphs – Using semi-colons to mark independent clauses

				<ul style="list-style-type: none"> – Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. 	
6	NF – Balanced Argument	3	16	<ul style="list-style-type: none"> – 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. – 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... 	<ul style="list-style-type: none"> – Use the passive voice – Use language as appropriate (formal) – Link ideas across paragraphs – Use colons, semi-colons and dashes to mark independent clauses – Use semi-colons in a list
7	NF – Advert (tourism)	3	14	<ul style="list-style-type: none"> – Consider layout – Developed introduction and conclusion – Paragraphs developed with prioritised information. – View point is transparent for reader. 	<ul style="list-style-type: none"> – Passive voice – Language choices considered – Cohesive devices across paragraphs – Colons, semi-colons and dashes to mark independent clauses – Semi-colons in a list – Hyphens to avoid ambiguity

				<ul style="list-style-type: none"> - Emotive language used throughout to engage the reader. - 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 readers opinion. E.g. you will never need to... 	
8	Fiction - Detective	4	20	<ul style="list-style-type: none"> - The story is well constructed and raises intrigue. - Dialogue is used to move the action on who heighten empathy for central character - Deliberate ambiguity is set up in the mind of the reader until later in the text - Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. - Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally 	<ul style="list-style-type: none"> - Parentheses - Colons and semi-colons in sentences - Linking ideas across paragraphs

				<ul style="list-style-type: none"> - Sentence length and type varied according to purpose. - Fronted adverbials used to clarify writer’s position e.g. As a consequence of his selfish actions... - Figurative language used to build up description e.g. everyone charged like a deer pack under threat - Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. - Prepositional phrases used cleverly. e.g. In the messy scramble for the bag 	
9	Fiction – Fantasy: A Monster Calls	3	17	<ul style="list-style-type: none"> - Viewpoint is well-controlled and precise - Modifiers used to intensify or qualify - Sentence length and type varied according to purpose - Fronted adverbials used to clarify writer’s position - Figurative language used to build up description - Complex noun phrase used to add detail - Prepositional phrases used cleverly 	<ul style="list-style-type: none"> - Expanded noun phrases to convey complicated information concisely - Use modal verbs - Use suffixes and prefixes - Use cohesive devices such as adverbials - Use a wide range of punctuation: parenthesis, semi-colon, inverted commas, etc.
-	Areas of GPS that CT has identified as needing focus			<p>Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 6, i.e.:</p> <ul style="list-style-type: none"> • Using more prefixes and suffixes • Spelling some words with ‘silent’ letters 	<p>Knowledge and recognition of, and increasingly confident use of:</p> <ul style="list-style-type: none"> • Using the passive voice • Using formal and informal language where appropriate • Linking ideas across paragraphs with wide range of cohesive devices • Using different layouts

Writing Curriculum - LTP

				<ul style="list-style-type: none">• Knowing the difference between homophones and other confusing words• Using morphology and etymology in spelling• Checking spellings in a dictionary• Using a thesaurus <p>See National Curriculum Spelling Appendix for further details</p>	<ul style="list-style-type: none">• Using colons, semi-colons and dashes to mark independent clauses• Using colons and semi-colons to write lists• Using hyphens to avoid ambiguity
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