


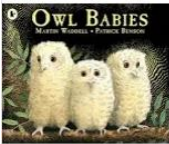



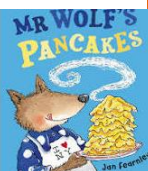



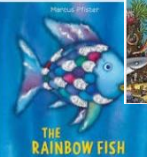
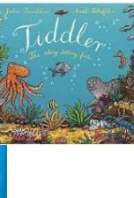


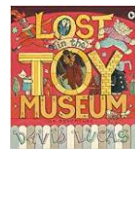
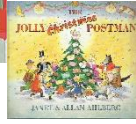
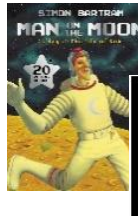
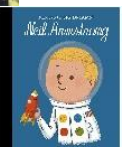





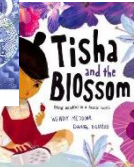
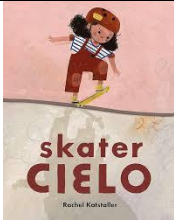



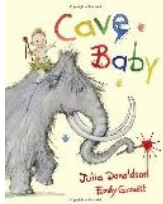
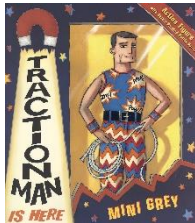

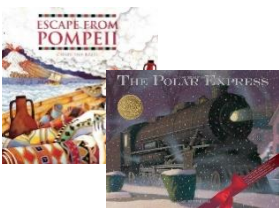
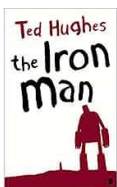


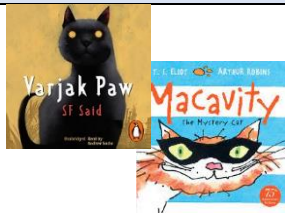

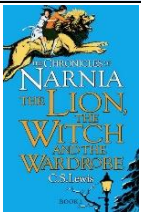

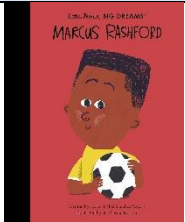
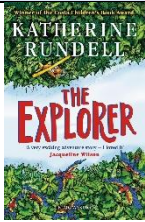
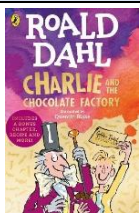
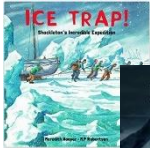


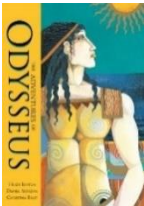
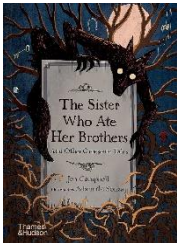

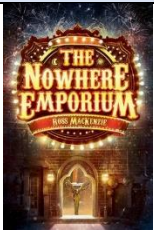
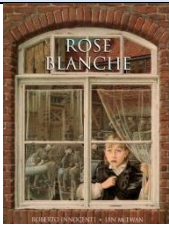
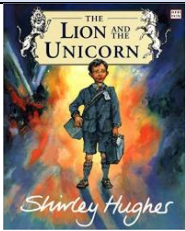
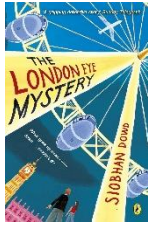

			St Nicholas CE Primary Academy					
English - Whole School Writing and Pag Mapping								
EYFS			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts		 	 	 	 	 	 
	Writing Focus		Handling texts, differences between picture and text Know print has meaning Recite rhymes, poems and familiar texts To give meanings to marks. Begin to form letters correctly Use some of their print and letter knowledge in their early writing Write some or all of their name	Follow print, make predictions and use picture clues Begin to form letters correctly Use some of their print and letter knowledge in their early writing Write some or all of their name	Talk about events, retell stories Form lower-case and capital letters correctly more consistently. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Respond to texts, retell and answer questions relating to texts Recall the main parts of a story Form lower-case and capital letters correctly more consistently Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Re-enact stories, retell and think about characters' thoughts and feelings. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others using a capital letter and full stop. Re-read what they have written to che that it makes sense.	Talk to others about what they've read. Give their opinions about a variety of stories. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others using a capital letter and full stop Re-read what they have written to che that it makes sense.
			Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 1	Core Texts		 	 	 	 	 	 
	Writing Genre	Entertain	Story retelling, I character (speech), narrative, poetry	Story retelling, description,	Poetry, setting description, narrative	Poetry (rhyming words), narrative, description,	Narrative ending, description	
		Inform	Instructions, Recounts	Recount Diagram - Captions and labels Letter	Report, non-chronological report	Recount,	Newspaper recount	
	Grammar and Punctuation Focus		*Simple sentences *Word classes *Capital letters, finger spaces, full stops *Exclamation marks *Past tense	*Simple sentences *Capital letters, finger spaces, full stops *Adjectives (noun phrases) *Conjunctions (and, but) *First person	*Vocabulary choices – adjectives, similes, alliteration, *Compound sentences using coordinating conjunctions (and, but, so) *Plurals (s, es)	*Capital letters for names / days / start of a sentence, finger spaces full stops. *Noun phrases *Exclamation marks for surprise or shock.	*Vocabulary choices – adjectives, similes, alliteration, *Past tense *Third Person *Question marks and exclamation marks	

			<ul style="list-style-type: none">*first/third person*Time adverbials (first next)*Imperative verbs – instructions*Capital letters*Full stops*Exclamation marks	<ul style="list-style-type: none">*Noun phrases*Adverbials of time	<ul style="list-style-type: none">*First person (I)	<ul style="list-style-type: none">*Time adverbials*Personal Pronouns (I)*Compound sentences (and, but, so, or)*Past tense*Third person	<ul style="list-style-type: none">*Adverbs ending in -ly*Compound sentences using co-ordinating conjunctions	
Year 2		Autumn			Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Core Texts		 The Great Fire of London			Dear Greenpeace 	Stone Age Boy 	 The Lighthouse Keeper's Lunch
	Writing Genre	Entertain	Setting Description, Poetry, narrative,	Narrative, description, letter	Poetry, character description,	Letters / Postcards, setting description, narrative	character and setting description, diary, narrative	Letter, Narrative, diary
		Inform	Recount,	description, non-chronological report, recount	Newspaper, non-chronological report	Non-chronological report (geography), recount,	Non-chronological report, letter of advice	Instructions
	Grammar and Punctuation Focus		Year 1 consolidation Using capital letters for names of places. *Word Classes *Use adjectives to describe. *Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] *Past tense verbs *Conjunctions for coordination (and/but) *Apostrophes for possession recognise syllables in a word *Identify word class (nouns / adjectives / verbs)	*Recognise word classes including nouns, verbs and adverbs * Use adverbial of time (first, next, then) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases *Past tense	*Recognise word classes including nouns, verbs and adverbs *Past tense verbs *Conjunctions for subordination (when, if, because) *Sentence openers (fronted adverbials) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g., she is drumming, he was shouting *Past tense.	*Recognise word classes including nouns, verbs and adverbs *Using coordinating / subordination conjunction 'because' *Past tense verbs *Conjunctions for subordination (when, if, because) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g., she is drumming, he was shouting *Capital letters for names *Exclamation marks	*Use past tense verbs *Use coordinating conjunctions and subordination *Use adjectives to create noun phrases. *Use the continuous form of verbs in present and past. *Apostrophes for possession.	Consolidate grammar and punctuation from Year 1 and 2.

Year 3			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts							
	Writing Genre	Entertain	Setting description	Setting Description/Part of a story,	poetry, story ending	Narrative	adventure story	narrative, poetry
		Persuade	Persuasive Speech	advert,	speech	holiday brochure	formal letter of application	poster, persuasive speech
		Inform	Diary Entry, Explanation text	Newspaper, Diary, Information text,	newspaper	Biography,	biography, instructions,	report, diary
	Grammar and Punctuation Focus		<ul style="list-style-type: none"> Adjectives including comparative adjectives are used to aid description and make comparisons, e.g., the troll was big but the eldest Billy Goat Gruff was bigger Noun phrases can be used to create effective descriptions, e.g., the deep, dark woods. Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g., Sammy and John... they... the boys... Basic punctuation consolidations from Year 2. 	<ul style="list-style-type: none"> co-ordinating and subordinating conjunctions. Main clause and subordinate clause Using -ed, -ing, -ly words to start sentences. Use third person Superlatives and comparatives. Commas to punctuate subordinate clauses. Bullet points Use of hyphens Exclamation marks 	<ul style="list-style-type: none"> Subordinate clauses within sentences to add detail. Superlatives and comparatives. Persuasive language Figurative language (onomatopoeia, alliteration, simile) Apostrophes for possession Inverted commas for speech 	<ul style="list-style-type: none"> Develop sentences structures Develop sentence openers Using double -ly words Sentences of 3 Figurative language Formal and informal language Pattern of 3 for persuasion Consolidate punctuation Superlatives and comparatives Past and present tense * 	<ul style="list-style-type: none"> Consolidate grammar points from the year. Consolidate punctuation from the year. Perfect form of verbs to make relationship between time and cause Present perfect instead of simple past. Use of formal and informal language 	<ul style="list-style-type: none"> Consolidate grammar learning from the year Consolidate punctuation from the year. Verbs forms – present perfect. Ellipses Fronted adverbials to begin paragraphs. Paragraphs

Year 4		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
							
Writing Genre	Core Texts				Looking at the writing genre , are T4 and T5 in the correct terms	Looking at the writing genre , are T4 and T5 in the correct terms	
	Entertain	Poetry (calligram), narrative (dialogue), setting description,	narrative (dialogue), description,	Story, character/setting description,	Description of setting Own adventure story	Stories, Descriptions, Character	Poetry, character/setting description
	Persuade	interview	formal speech	Poster	Letter – to an explorer Poster – missing characters	Letter, Speech, Poster	Instructions, letter, newspaper article
	Inform	recount, letter	comparison	Newspaper article, instructions	Fact file on different explorers.	Biography, Autobiography (picture book), Newspaper	advertising, speech, leaflet/poster
	Grammar and Punctuation Focus	<p>*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>*Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>*Express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>Express time, place and cause using prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to inverted commas to punctuate direct speech <i>Use of the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</i></p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Demarcate sentences with increasing accuracy using capital letters, full stops-? -! and commas in lists.</p> <p>Question marks</p> <p>Exclamations</p> <p>Commas in lists</p>	<p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>*Using and punctuating direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas:</p> <p>*Paragraphs</p> <p>*Write in first person</p> <p>*Using and punctuating direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas:</p> <p>*Apostrophes to mark plural possession.</p>	<p>*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>*Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>*Apostrophes for singular and plural possession</p> <p>*Use of inverted commas and other punctuation to indicate direct speech</p> <p>*Bullet points/numbers</p> <p>*To use a range of conjunctions to indicate Time, place and cause. For example, when, so, before, after, while and because.</p> <p>*Use of verbs and adverbs to tell when and how</p>	<p>*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>*Standard English forms for verb inflections instead of local spoken forms</p> <p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>*Comment on the use of similes and expressive language to create images, sound effects and atmosphere;</p> <p>*Create cohesion through the use of nouns and pronouns Use adverbials e.g., therefore, however...</p> <p>*Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented</p> <p>*Use a range of prepositions – before/after</p> <p>*Use pronouns – many, they</p> <p>*Fronted adverbials e.g. During the night,</p>	<p>*Use of paragraphs to organise ideas around a theme</p> <p>*Use the third person and past tense this includes the past progressive (e.g., the Billy Goats Gruff were eating), Present perfect (e.g., What have you done?).</p> <p>*Standard English forms of verb inflections are used instead of local spoken forms</p> <p>* Fronted adverbials</p> <p>*Use commas after fronted adverbials.</p> <p>*Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g., the children were playing, I was hoping</p> <p>• Some forms may use present tense, e.g.</p> <p>*Writing to meet different levels of formality and informality</p> <p>*Past tense (past progressive)</p> <p>*Formal and informal.</p>	<p>*Describe characters and settings with some increasing detail: Figurative language (simile, metaphor alliteration</p> <p>*Consolidate learning of Verbs – Past perfect: “had” + past participle</p> <p>*Verbs – Present perfect: has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i></p> <p>*Teach the use of ellipses</p> <p>* Use vocabulary which is becoming more precise.</p> <p>*Pattern of three for persuasion: <i>Fun. Exciting. Adventurous!</i></p>

Year 5			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts		 					 
	Writing Genre	Entertain	Diary Entry, Setting Description, Poetry	Diary, character description	story beginning, Monologue, letter to Dad/Recount	Diary Entry, Setting Description, Playscript, Poetry, dialogue/conversation	Letter, setting description, Narrative	setting description, poetry, character description, narrative,
		Inform	Non-chronological report	newspaper report, non-chronological report,		Recount, Instruction Writing, non-chronological report, informal letter, newspaper report	Estate Agents Report,	Letter
		Discuss		Balanced argument,		Comparisons	Newspaper report,	character point-of-view,
		Persuade	Persuasive Letter	Review	Persuasive letter	Persuasive Letter		
	Grammar and Punctuation Focus		<ul style="list-style-type: none"> *Figurative language *Sentence openers *Emphasise with a character. *Identify powerful vocabulary *Persuasive techniques. * 	<ul style="list-style-type: none"> *Reported and direct speech *Subordination (in varied positions) and coordination *Relative clauses *Fronted adverbials to build cohesion between paragraphs. 	<ul style="list-style-type: none"> *Verb tense agreement *Apostrophes for possession and contraction *Modal verbs *Commas to avoid ambiguity 	<ul style="list-style-type: none"> *Relative clauses *Parenthesis (brackets, dashes, commas) *Modal Verbs *Sentence openers including fronted adverbials. *Commas after fronted adverbial *Word classes *Expanded noun phrases 	<ul style="list-style-type: none"> *Short sentences for effect *Consolidate use of subordinating conjunction. *Complex sentences *Reported and direct speech. *Figurative language *Relative clauses to add detail to the noun. 	<ul style="list-style-type: none"> *Using figurative language to describe a setting– personification. * Emphasise with a character *consolidate dialogue punctuation. *Use dialogue to convey emotions. *Relative clauses *Levels of formality in writing *To use semi-colons and colons in writing.
Year 6			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts							
	Writing Genre	Entertain	Narrative, description	Poetry, narrative	narrative, setting description, diary entry, emotive poem	setting description, narrative,	Narrative	
		Inform	non-chronological report	newspaper	recount, newspaper	diary entry, non-chronological report, explanation text	Instructions	
		Discuss		review		balanced argument,	Newspaper, Balanced Argument	
		Persuade	advert	speech	speech	letter	Formal Letter	
	Grammar and Punctuation Focus		<ul style="list-style-type: none"> *Subordinating conjunctions in varied positions. *Relative clauses *Colons to link clauses 	<ul style="list-style-type: none"> *Subordinating conjunctions in varied positions *Relative clauses *Passive voice to remain formal and detached 	<ul style="list-style-type: none"> *Subordinate clauses *Relative clauses to add detail or context. *Direct and indirect speech *Tenses to indicate change 	<ul style="list-style-type: none"> *Subordinate clauses to add detail or context, including varied positions. *Wide range of sentence structures to add interest. 	<ul style="list-style-type: none"> *Recap on all grammar points *Recap on all punctuation points. 	<ul style="list-style-type: none"> *Recap on all grammar points *Recap on all punctuation points.

		<ul style="list-style-type: none">*Expanded noun phrases to inform*Tenses*Passive voice*Imperative and modal verbs subjunctive form for formal structure*Brackets, dashes*semi-colons and colons	<ul style="list-style-type: none">*Colons to link clauses*Brackets and dashes*Colons and semi-colons*Modal verbs to convey degrees of probability.*Adverbials to provide cohesion.	<ul style="list-style-type: none">*Passive voice to remain formal or detached.*Expanded noun phrases to inform*Bracket and dashes*Colons and semi-colons*Inverted commas and other punctuation for dialogue.*Paragraphs*Secure comma use*Apostrophes for possession and contractions*Figurative language ink hyperbole.	<ul style="list-style-type: none">*Past tense*First person*Expanded noun phrases*Relative clauses*Passive voice to remain formal or detached.*Colons to link related clauses*Colons and semi-colons for complex lists and to make clauses.*Punctuation for dialogue.*Imperative and modal verbs*Subjunctive form for formal structure.		
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