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| **Writing-Transcription** | **Spelling** | **Year 1**  Pupils should be taught to: spell:  ♣ words containing each of the 40+ phonemes already taught  ♣ common exception words  ♣ the days of the week English – key stages 1 and 2 13 Statutory requirements  ♣ name the letters of the alphabet:  ♣ naming the letters of the alphabet in order  ♣ using letter names to distinguish between alternative spellings of the same sound  ♣ add prefixes and suffixes:  ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  ♣ using the prefix un–  ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | **Year 2**  Pupils should be taught to spell by:  ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms  ♣ learning the possessive apostrophe (singular) [for example, the girl’s book]  ♣ distinguishing between homophones and near-homophones  ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements  ♣ apply spelling rules and guidance, as listed in English Appendix 1  ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | **Year 3**  Pupils should be taught to spell by:  ♣Use further prefixes and suffixes and understand how to add them (Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and inYear 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix reYear 3 Unit 12 (anti-) Adding the prefix antiYear 3 Unit 13 (super-) Adding the prefix super- 10 Year 3 Unit 14 (sub - ) Adding the prefix sub - )  ♣Spell further homophones (Year 3 Special focus 2: Homophones (p.23) Practice Book 3 Special focus 4: Homophones (p.49)  ♣Spell words that are often misspelt  ♣Use the first two or three letters of a word to check its spelling in a dictionary  ♣The /1/ sound spelt ‘y’ elsewhere than at the end of words (Year 3 Special focus 3 The short i sound spelt with the letter y)  ♣Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far  ♣Words with endings sounding like /ʒə/ or /tʃə/(Year 3 Unit 5 Words ending in –ture)  ♣The suffix –ous (Year 3 Unit 3 Adding the suffix -ous)  ♣Endings which sound like /ʃən/, spelt –tion, – sion, –ssion, –cian (Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs)  ♣Words with the /k/ sound spelt ch (Year 3 Unit 7 Words with the c sound spelt ch)  ♣Words with the /ʃ/ sound spelt ch (Year 3 Unit 8 Words with the sh sound spelt ch)  ♣ Years 3 and 4 word list | **Year 4**  Pupils should be taught to spell by:  ♣Use further prefixes and suffixes and understand how to add them (Year 4 Unit 1 (mis - ) Adding the prefix mis - Year 4 Unit 3 (auto - ) Adding the prefix auto - Year 4 Unit 5 (inter - ) Adding the prefix inter - Year 4 Unit 10 (il -, un -, mis -, dis - ) Adding il - and revising un -, in -, mis - and dis Year 4 Unit 12 (ir - ) Adding ir - to words beginning with r)  ♣Spell further homophones (Year 4 Special focus 2: Homophones (p.23) Practice Book 4 Special focus 4: Homophones (p.49)  ♣Spell words that are often misspelt  ♣Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]. ( Year 4 Special focus 3: Possessive apostrophes with plural words (  ♣Use the first two or three letters of a word to check its spelling in a dictionary  ♣The /^/ sound spelt ‘ou’ (Year 4 Special focus 1 The short u sound spelt ou)  ♣Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far  ♣Words with endings sounding like /ʒə/ or /tʃə/(Year 4 Unit 2 Words ending in zhuh spelt – sure)  ♣Endings which sound like /ʒən/(Year 4 Unit 9 Words ending in zhun spelt – sion)  ♣The suffix –ous (Year 4 Unit 7 Words ending in -ous)  ♣Endings which sound like /ʃən/, spelt –tion, – sion, –ssion, –cian (Year 4 Unit 13 Adding the prefix super - Year 4 Unit 14 Adding the prefix sub -)  ♣ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue)  ♣ Words with the /s/ sound spelt sc (Year 4 Unit 8 Words with the s sound spelt sc)  ♣ Words with the /eɪ/ sound spelt ei, eigh, or ey (Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey)  ♣ Years 3 and 4 word list | **Year 5**  Pupils should be taught to spell by:  ♣Endings which sound like /ʃəs/ spelt –cious or –tious (Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious)  ♣Endings which sound like /ʃəl/ (Year 5 Unit 12 Words ending in shul spelt -cial or -tial)  ♣Words ending in –ant, –ance/–ancy, –ent, – ence/–ency (Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant, -ance and -ancy)  ♣Words ending in –able and –ible (Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able)  ♣Words ending in –ably and –ibly (Year 5 Unit 5 Words ending in -ibly and -ably)  ♣Words with the /i:/ sound spelt ei after c (Year 5 Unit 8 The ee sound spelt ei)♣Words containing the letter-string ough (Year 5 Special focus 1 Words that contain the letter-string ough)  ♣Words with ‘silent’ letters (Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t)  ♣Homophones (Year 5 Special focus 2 Homophones)  ♣ Year 5 and 6 word list | **Year 6**  Pupils should be taught to spell by:  ♣Words ending in –able and –ible (Year 6 Unit 10 Words ending in -ible and – able)  ♣Adding suffixes beginning with vowel letters to words ending in –fer (Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)  ♣Use of the hyphen (Year 6 Special focus 9 Hyphens)  ♣Words with the /i:/ sound spelt ei after c (Year 6 Unit 9 The spellings ei and ie)  ♣Words containing the letter-string ough (Year 6 Special focus 1 Words containing the letter-string ough)  ♣Words with ‘silent’ letters (Year 6 Unit 8 Silent letters (silent k, g, l, n))  ♣Homophones (Year 6 Special focus 3, 6, 12 Homophones and 12 other words that are often confused)  ♣ Year 5 and 6 word list |
| **Handwriting** | **Year 1**  Pupils should be taught to:  ♣ sit correctly at a table, holding a pencil comfortably and correctly  ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place  ♣ form capital letters  ♣ form digits 0-9  ♣ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | **Year 2**  Pupils should be taught to:  ♣ form lower-case letters of the correct size relative to one another  ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  ♣ use spacing between words that reflects the size of the letters. | **Year 3**  Pupils should be taught to:  ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Year 4**  Pupils should be taught to:  ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Year 5**  Pupils should be taught to  write legibly, fluently and with increasing speed by:  ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  ♣ choosing the writing implement that is best suited for a task. | **Year 5**  Pupils should be taught to  write legibly, fluently and with increasing speed by:  ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  ♣ choosing the writing implement that is best suited for a task. |
| **Writing-Composition** | | **Year 1**  Pupils should be taught to:  write sentences by:  ♣ saying out loud what they are going to write about  ♣ composing a sentence orally before writing it  ♣ sequencing sentences to form short narratives  ♣ re-reading what they have written to check that it makes sense  ♣ discuss what they have written with the teacher or other pupils  ♣ read aloud their writing clearly enough to be heard by their peers and the teacher. | **Year 2**  Pupils should be taught to develop positive attitudes towards and stamina for writing by:  ♣ writing narratives about personal experiences and those of others (real and fictional)  ♣ writing about real events  ♣ writing poetry  ♣ writing for different purposes    ♣ consider what they are going to write before beginning by:  ♣ planning or saying out loud what they are going to write about  ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence  ♣ make simple additions, revisions and corrections to their own writing by:  ♣ evaluating their writing with the teacher and other pupils  ♣ 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  ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  ♣ read aloud what they have written with appropriate intonation to make the meaning clear. | **Year 3**  Pupils should be taught to plan their writing by:  ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas  ♣ draft and write by:  ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  ♣ begin to organise paragraphs around a theme  ♣ in narratives, creating settings, characters and plot  ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  ♣ evaluate and edit by:  ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proof-read for spelling, grammar and punctuation errors  ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **Year 4**  Pupils should be taught to plan their writing by:  ♣ discussing writing  similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas  ♣ draft and write by:  ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  ♣ organising paragraphs around a theme  ♣ writing effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and increasing range of sentence structures  ♣ achieve cohesion by effectively using a range of fronted adverbials, using commas after the adverbial  ♣ evaluate and edit by:  ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proof-read for spelling, grammar and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word  ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **Year 5**  Pupils should be taught to plan their writing by:  ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  ♣ noting and developing initial ideas, drawing on reading and research where necessary  ♣ draft and write by:  ♣ reflecting their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, using organisational and presentational devices to structure text and guide the reader [for example, headings, bullet points, underlining]  ♣ using a range of devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  ♣ link ideas across paragraphs using adverbials of time [1for example, later], place [for example, nearby], and number [for example, secondly] or tense choices [for example, he had seen her before]  ♣ evaluate and edit by:  ♣ assessing the effectiveness of their own and others’ writing  ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ♣ ensuring the consistent and correct use of tense throughout a piece of writing  ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  ♣ proof-read for spelling and punctuation errors English – key stages 1 and 2  ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | **Year 6**  Pupils should be taught to plan their writing by:  ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  ♣ noting and developing initial ideas, drawing on reading and research where necessary  ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  ♣ draft and write by:  ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  ♣ using a wide range of devices to build cohesion within and across paragraphs  ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  ♣ evaluate and edit by:  ♣ assessing the effectiveness of their own and others’ writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ♣ ensuring the consistent and correct use of tense throughout a piece of writing  ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  ♣ proof-read for spelling and punctuation errors  ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| **Vocabulary, Grammar and Punctuation** | | **Year 1** | **Word**  ♣Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  ♣Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  ♣How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | **Sentence**  ♣How words can combine to make sentences  ♣Joining words and joining clauses using and | **Text**  ♣Sequencing sentences to form short narratives | **Punctuation**  ♣Separation of words with spaces  ♣Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences  ♣Capital letters for names and for the personal pronoun I | **Terminology For Pupils**  Letter, capital letter  word, singular, plural sentence  punctuation, full stop, question mark, exclamation mark |
|  | | **Year 2** | **Word**  ♣Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]  ♣Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)  ♣ Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | **Sentence**  ♣Subordination (using when, if, that, because) and co-ordination (using or, and, but)  ♣Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  ♣How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | **Text**  ♣Correct choice and consistent use of present tense and past tense throughout writing  ♣Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | **Punctuation**  ♣Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  ♣Commas to separate items in a list  ♣Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | **Terminology For Pupils**  Noun, noun phrase statement, question exclamation, command compound, suffix  adjective, adverb, verb tense (past, present) apostrophe, comma |
|  | | **Year 3** | **Word**  ♣Formation of nouns using a range of prefixes [for example super–, anti–, auto–]  ♣Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  ♣Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | **Sentence**  ♣Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | **Text**  ♣Introduction to paragraphs as a way to group related material  ♣Headings and sub-headings to aid presentation  ♣Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] | **Punctuation**  ♣Introduction to inverted commas to punctuate direct speech | **Terminology For Pupils**  Preposition, conjunction  word family, prefix  clause, subordinate clause  direct speech  consonant, consonant letter  vowel, vowel letter  inverted commas |
|  | | **Year 4** | **Word**  ♣The grammatical difference between plural and possessive –s  ♣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] | **Sentence**  ♣Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  ♣Fronted adverbials [for example, Later that day, I heard the bad news.] | **Text**  ♣Use of paragraphs to organise ideas around a theme  ♣Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | **Punctuation**  ♣Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]  ♣Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]  ♣Use of commas after fronted adverbials. | **Terminology For Pupils**  determiner  pronoun, possessive pronoun  adverbial |
|  | | **Year 5** | **Word**  ♣Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]  ♣Verb prefixes [for example, dis–, de–, mis–, over– and re–] | **Sentence**  ♣Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  ♣Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | **Text**  ♣Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  ♣Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | **Punctuation**  ♣Brackets, dashes or commas to indicate parenthesis  ♣Use of commas to clarify meaning or avoid ambiguity | **Terminology For Pupils**  Modal verb, relative pronoun  relative clause parenthesis, bracket, dash  cohesion, ambiguity |
|  | | **Year 6** | **Word**  ♣The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  ♣How words are related by meaning as synonyms and antonyms [for example, big, large, little]. | **Sentence**  ♣Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  ♣The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | **Text**  ♣Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis  ♣Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | **Punctuation**  ♣Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]  ♣Use of the colon to introduce a list and use of semi-colons within lists  ♣Punctuation of bullet points to list information  ♣How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] | **Terminology For Pupils**  Subject, object  active, passive  synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points |
| **Sentence types** | | **1A**  One adjective sentence  **The W’s**  Question word opener  *\*\*Main focus in year one is completing a simple basic sentence with capital letters, full stop and application of phonics\*\** | **1A**  One adjective sentence  **The W’s**  Question word opener  **Noun List Sentence**  Three noun sentence  **List Sentence**  Three or more adjectives to describe a noun  **BOYS**  But, or, yet, so – coordinating conjunctions  **2A**  Two adjectives sentence separated with a comma | **1A**  One adjective sentence  **The W’s**  Question word opener  **Noun List Sentence**  Three noun sentence  **List Sentence**  Three or more adjectives to describe a noun  **BOYS**  But, or, yet, so – coordinating conjunctions  **2A**  Two adjectives sentence separated with a comma  **Simile Sentence**  ..like a… … as a …  **2 adverb sentences**  Ending with 2 adverbs | **1A**  One adjective sentence  **The W’s**  Question word opener  **Noun List Sentence**  Three noun sentence  **List Sentence**  Three or more adjectives to describe a noun  **BOYS**  But, or, yet, so – coordinating conjunctions  **2A**  Two adjectives sentence separated with a comma  **2 adverb sentences**  Ending with 2 adverbs  **-ly opener**  Open with an adverb followed by a comma  **The more, the more**  The first more is an emotive word, the second is a related action  **3ed adjectives**  Separated by commas  **Ad, same ad**  Same adjective twice  **4A** **sentences**  2 adjectives before the first noun, and 2 after.  **2 Adjectives Sentence**  A sentence beginning with two adjectives ending in ed  **Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’ | **1A**  One adjective sentence  **The W’s**  Question word opener  **Noun List Sentence**  Three noun sentence  **List Sentence**  Three or more adjectives to describe a noun  **BOYS**  But, or, yet, so – coordinating conjunctions  **2A**  Two adjectives sentence separated with a comma  **2 adverb sentences**  Ending with 2 adverbs  **-ly opener**  Open with an adverb followed by a comma  **The more, the more**  The first more is an emotive word, the second is a related action  **3ed adjectives**  Separated by commas  **Ad, same ad**  Same adjective twice  **4A** **sentences**  2 adjectives before the first noun, and 2 after.  **2 Adjectives Sentence**  A sentence beginning with two adjectives ending in ed  **Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’  Ing, ed verb opener  Starts with ing verb and ends with an ed verb  Short sentence 1-3 words  As-ly  Open with As and end the action with an adverb  If, If Then  A summary sentence with three clauses. If followed by a comma.  Short sentence-for tension. | **1A**  One adjective sentence  **The W’s**  Question word opener  **Noun List Sentence**  Three noun sentence  **List Sentence**  Three or more adjectives to describe a noun  **BOYS**  But, or, yet, so – coordinating conjunctions  **2A**  Two adjectives sentence separated with a comma  **2 adverb sentences**  Ending with 2 adverbs  **-ly opener**  Open with an adverb followed by a comma  **The more, the more**  The first more is an emotive word, the second is a related action  **3ed adjectives**  Separated by commas  **Ad, same ad**  Same adjective twice  **4A** **sentences**  2 adjectives before the first noun, and 2 after.  **2 Adjectives Sentence**  A sentence beginning with two adjectives ending in ed  **Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’  Ing, ed verb opener  Starts with ing verb and ends with an ed verb  Short sentence 1-3 words  As-ly  Open with As and end the action with an adverb  If, If Then  A summary sentence with three clauses. If followed by a comma.  Short sentence-for tension.  Simile sentence  Like a ….as a  Outside (inside)  Two related sentences that tell us what a character has done and related inner feeling  Irony sentence  Deliberately overstates how good or bad something is  Name-adjective pair-sentence  Name with added information inside dashes  3 bad-dash question  3 negative followed by a dash and then a question  Some; others  Using a semi-colon |

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| **Genres** | Retell  Fact File  Recount  Story with a repetitive refrain  Information text  Instructions  Letters  Poetry  Performance Poetry | Retell  Information text  Recount  Instructions  Postcard  Biography  Narrative  Setting description  Poetry  Performance Poetry  (Mixed-genre in preparation for moderation) | Retell  Non-chronological Report  News Report  Narrative  Diary Entries  Poetry  Performance Poetry | Write in role  Non-chronological Report  Narrative  Retell  Traditional Tale  Descriptive Writing  Performance Poetry | Newspaper Report  Diary Entries  Explanation Text  Non-chronological Report  Narrative  Recount  Persuasive Letter  Playscript  Poetry  Letters  Biography  Instructions  Performance Poetry | Non-chronological Report  Biographies  Narrative  Diary Entries  Balanced Argument  Poems that raise issues  Persuasive Writing  Descriptive Writing  (Mixed-genre in preparation for moderation) |