



# Appendix 1 - Progression of Alan Peat sentence types, punctuation and word/sentence/text level work



Note: Each year group's skills build upon the prior learning

Word level = spelling

Sentence level = grammar and context

Text level = structure of the writing

	Alan Peat Sentence Types	Punctuation	Word/sentence/text level
Year 1	<ul style="list-style-type: none"><li>• BOYS</li><li>• Simile</li><li>• All the W's</li></ul>	<ul style="list-style-type: none"><li>• Full stops</li><li>• Capital letters</li><li>• Question marks</li><li>• Exclamation marks</li></ul>	<ul style="list-style-type: none"><li>• Plural noun suffixes (dog dogs)</li><li>• Suffixes added to verbs (ing ed er)</li><li>• Prefixes to change meaning of verbs and adjectives (un)</li><li>• What makes a sentence?</li><li>• Joining words and clauses using and</li></ul>
Year 2	<ul style="list-style-type: none"><li>• 2A</li><li>• Personification of weather</li></ul>	<ul style="list-style-type: none"><li>• Commas in a list</li><li>• Apostrophes for omission and possession</li></ul>	<ul style="list-style-type: none"><li>• Suffixes to form nouns (ness er)</li><li>• Compounding (superman)</li><li>• Suffixes to form adjectives (ful less)</li><li>• Use of er est and ly in adjectives/adverbs</li><li>• Subordination and co-ordination</li><li>• Expanded noun phrases (2A)</li><li>• Statement, question, exclamation, command</li><li>• Correct use of present and past tense (progressive form of verbs in present and past 'she is crying' 'she was crying')</li><li>• Paragraphing to group material</li></ul>

Year 3	<ul style="list-style-type: none"> <li>• 2A-4A</li> <li>• 3ed</li> <li>• Verb, person</li> <li>• Emotion word, comma</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas for direct speech</li> <li>• Commas in a list and to mark fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes to create nouns</li> <li>• A or an</li> <li>• Word families (solve, solution, dissolve)</li> <li>• Adverbs, prepositions and conjunctions to show time, place and cause</li> <li>• Present perfect form instead of simple past ('he has gone/he went)</li> <li>• Paragraphing to group material</li> <li>• Subordinate clause and clause</li> <li>• Expanded noun phrases (2A-4A)</li> <li>• Fronted adverbials</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Ad same ad</li> <li>• The more, the more</li> <li>• SHORT</li> <li>• Noun, which/who/where</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas and other punctuation for direct speech</li> <li>• Apostrophes for plural possession</li> <li>• Commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Plural and possessive s</li> <li>• Standard English forms for verb inflections (we were NOT we was)</li> <li>• Fronted adverbials</li> <li>• Paragraphing to organise ideas</li> <li>• Pronoun/noun for cohesion and to avoid repetition</li> <li>• Relative clauses</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• 2 pairs</li> <li>• If, if, if then</li> <li>• Many questions</li> <li>• 3 bad – question?</li> <li>• Imagine 3</li> <li>• Some; others</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas for parenthesis</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Hyphens used to avoid ambiguity</li> <li>• Semi colon, colon and dash</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs (ate ise ify)</li> <li>• Prefixes for verbs (dis mis re)</li> <li>• Relative clauses</li> <li>• Adverbs and modal verbs for possibility</li> <li>• Devices to build cohesion in paragraphs</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Outside. (Inside.)</li> <li>• Double ly</li> <li>• Irony</li> <li>• PC (paired conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>• Semi colon, colon and dash</li> <li>• Colon and semi-colons for a list</li> <li>• Hyphens used to avoid ambiguity</li> <li>• Bullet points to list</li> <li>• Ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between informal and formal speech (find out/discover)</li> <li>• The difference between structures of informal and formal speech (e.g. subjunctive forms, question tags)</li> <li>• How words are related by meaning as synonyms and antonyms (big, large, little)</li> <li>• Passive verbs</li> <li>• Wider range of devices to build cohesion in paragraphs</li> </ul>



## Appendix 2 – Full descriptions of Alan Peat sentence types



Year	Sentence Types		Text Type and examples
1 & 2	BOYS	A BOYS sentence is a compound sentence that uses a coordinating conjunction. The two sentences are joined with a conjunction (But, Or, Yet and So BOYS).	<p>Example 1: <i>He was a friendly man most of the time but he could become nasty.</i></p> <p>Example 2: <i>He could be really friendly or he could be really miserable.</i></p> <p>Example 3: <i>It was a beautiful morning for a walk so he set off quite happily.</i></p> <p>To entertain - narrative (crime/thriller): <i>All the evidence seemed to point to Moriarty but that was impossible. Moriarty was dead...</i></p> <p>To inform - instructions: <i>This stage can be tricky so have your ingredients ready before you start.</i></p> <p>To inform - biography: <i>Churchill has come to be seen as one of the greatest wartime leaders in British history yet less than two months after VE day he had lost the General Election by a landslide.</i></p> <p>To inform - explanation (science): <i>The Dodo could have become extinct because of the introduction of new predators or a sudden change in its habitat.</i></p> <p>To persuade: <i>We can do all sorts of things to combat the obesity epidemic but we simply cannot afford to do nothing.</i></p>
	2A	A 2A sentence is an expanded noun phrase. It has a determiner, an adjective, a comma, an adjective and a noun.	<p>To entertain - narrative: <i>Suddenly, in the dark, empty depths of space, there was a light.</i></p> <p>To entertain - narrative: <i>On a cold, lonely mountain there lived an ogre.</i></p> <p>To inform - recount: <i>We were served limp, pale lettuce in a salad.</i></p> <p>To inform - instructions: <i>You'll come to a small, green building next to a church.</i></p> <p>To persuade - advert: <i>It's a sleek, graceful car.</i></p>

	All the W's	<p>All the W's are short sentences that begin with Who? What? When? Where? Why? Would? Was? Will? What if? They are used:</p> <ul style="list-style-type: none"> <li>• To involve the reader</li> <li>• As an opening to make the reader think</li> <li>• As an ending to suggest the reader needs to make up their mind.</li> </ul>	<p>To entertain - narrative: <i>What if he had never caught the bus? What if he had never met Daniel? Would he still be here now?</i></p> <p>To inform - recount (historical): <i>Where did the Mayans go?</i></p> <p>To persuade - speech: <i>Who stands to benefit from these alarming measures?</i></p> <p>To persuade - advert: <i>Where will you be flying with Peasy-Planes?</i></p>
	Simile (like/ as__ as)	<p>A simile sentence creates a vivid picture for the reader. They are 'like' or 'as... as' sentences where the author compares one thing to another.</p>	<p>Example 1: <i>The moon hung above us like a patient, pale face.</i></p> <p>Example 2: <i>Although it was August, it was as cold as a late December evening.</i></p> <p>To entertain - narrative (legend): <i>The creature had huge, arching shoulders like the ceiling-vaults of a crypt.</i></p> <p>To entertain - narrative: <i>I felt like I had reached the top of Mount Everest – and found a fiver when I got there!</i></p> <p>To inform - biography <i>Mr Streep has an easy, graceful charm, which draws you in like a cup of tea on a cold day.</i></p> <p>To inform - newspaper: <i>Watching Arsenal was, at times, like watching paint dry.</i></p> <p>To persuade - speech: <i>The opposition's manifesto is like a fortune cookie: full of promises but utterly lacking in substance.</i></p>
3 & 4	2A-4A	<p>A 2A sentence is an expanded noun phrase. It has a determiner, an adjective, a comma, an adjective and a noun.</p> <p>4A sentences have 2 adjectives before the first noun followed by 2 adjectives before the final noun.</p>	<p>To entertain - narrative: <i>Standing on the edge of a cliff stood a glorious, grand castle with many tall, towering turrets.</i></p> <p>To entertain - narrative: <i>The green, slimy frog with small, beady eyes was sleeping on a lily pad in the pond.</i></p> <p>To inform - recount: <i>We were served limp, pale lettuce in a drab, uninspiring salad.</i></p> <p>To inform - instructions: <i>You'll come to a small, green building next to a large, gothic church.</i></p> <p>To persuade - advert: <i>It's a sleek, graceful car with a loud, powerful engine.</i></p>

3_ed (3 related adj)	A 3_ed sentence has 3 adjectives that end in -ed and describe a character's emotion. The -ed words must be followed by commas.	<p>To entertain - narrative (horror): <i>Terrified, hunted, hounded, we ran from the castle until our legs gave out from under us.</i></p> <p>To entertain - narrative (fable): <i>Tricked, trapped, snared, the Lion puzzled for a way to make his escape.</i></p> <p>To inform – report (historical): <i>Battered, bloodied, bombarded, the British army held the line against everything the German's could throw at them.</i></p> <p>To inform - report: <i>Cheered, applauded, admired, the princess stepped down from her carriage.</i></p> <p>To persuade - letter: <i>Insulted, humiliated, ignored, I spent three hours on the phone to your Customer Service Department without ever finding a solution to my problem.</i></p>
Verb, person	A verb, person sentence opens with a verb in order to give it greater importance. The verb is always followed by a comma, then the name or a personal pronoun (he, she, they, it) and then followed by the rest of the sentence.	<p>Example 1: <i>Running, Sarah almost tripped over her own feet.</i></p> <p>Example 2: <i>Tiptoeing, she tried to sneak down the corridor without waking her parents.</i></p> <p>To entertain - narrative (detective): <i>Raining, it always poured on Detective John Bradley.</i></p> <p>To entertain - narrative (adventure): <i>Flying, I will be flying by this time tomorrow.</i></p> <p>To entertain - narrative: <i>Dancing, she always seemed to be dancing.</i></p> <p>To inform - report (RE): <i>Praying, they must make time five times a day for praying</i></p> <p>To inform - report (motor race): <i>Spinning, Mr Weber crashed into the wall of the Monte Carlo track, ending his race.</i></p> <p>To persuade - rhetoric: <i>Lying, politicians are constantly lying.</i></p>
Emotion word, comma	An emotion word (comma) sentence places the emotion word at the start of a sentence followed by a comma. The rest of the sentence describes	<p>Example 1: <i>Desperate, she screamed for help.</i></p> <p>Example 2: <i>Terrified, he froze instantly on the spot where he stood.</i></p> <p>Example 3: <i>Anxious, they began to realise they were lost in the woods.</i></p>

		actions linked to the emotion word.	<p>To entertain - narrative: <i>Miserable, Cinderella picked up her broom again and started sweeping.</i></p> <p>To inform - newspaper: <i>Distraught, Mrs Killercranky was led away from the scene.</i></p> <p>To inform - nature documentary: <i>Startled, the Antelope run towards the nearest cluster of trees.</i></p> <p>To inform - recount (historical): <i>Determined, El Cid saddled his horse and prepared to ride out to meet the enemy.</i></p> <p>To persuade - letter: <i>Excited, I couldn't wait to unwrap my brand new iPhone.</i></p>
	Personification of weather	An element of the weather is given a human attribute. This sentence type is good for creating mood in a story.	<p>Example 1: <i>The rain wept down the window = sad mood.</i></p> <p>Example 2: <i>The wind screamed through the branches = tense mood.</i></p> <p>Example 3: <i>The snow smothered the town = claustrophobic mood.</i></p> <p>To entertain - narrative: <i>The wind whipped at my face and pulled at my hair, trying with all its might to keep me out of the house.</i></p> <p>To entertain - narrative (sci-fi): <i>As one sun set, the other rose, each one taking it in turns to keep the slaves oppressed, sluggish and slow under the baking heat.</i></p> <p>To inform - recount: <i>The snow performed tucks and rolls as it fell – a perfect trapeze act on the wind just for us.</i></p> <p>To persuade - advert: <i>Don't let the cold catch you this winter!</i></p>
	The more, the more	The more, the more sentences are useful when developing a character. The first more should be followed by an emotive word and a comma, then the second more should be followed by an action.	<p>To entertain - narrative (a legend): <i>The more he struggled against the ropes binding him, the more the knots tightened.</i></p> <p>To inform - instructions: <i>The more you whisk, the more airy your meringue will be.</i></p> <p>To inform - report: <i>The more concessions that were made to Hitler, the more he seemed to demand.</i></p> <p>To persuade: <i>The more we do to reduce speeding, the more lives we can save.</i></p>
	SHORT	Short sentences are formed with one, two or three words	To entertain - narrative (fantasy): <i>It was the dragon.</i>



		<p>sometimes they need an exclamation mark. They are used in the following contexts:</p> <ol style="list-style-type: none"> <li>1. After several long sentences (for dramatic effect).</li> <li>2. To develop tension: <i>That wasn't all.</i></li> <li>3. As an authorial intrusion: <i>It's true.</i></li> <li>4. In speech, between characters: "Up there." "Where?" "At the window." "What?" "A gun!"</li> </ol>	<p>To entertain - narrative: <i>Then it happened.</i></p> <p>To entertain - narrative: <i>A single shot rang out.</i></p> <p>To inform: <i>Smoking kills.</i></p> <p>To inform - instructions: <i>Attach C to D.</i></p> <p>To inform - newspaper: <i>The victim was in a stable condition.</i></p> <p>To persuade - advert: <i>Buy it now!</i></p> <p>To persuade: <i>Save lives!</i></p>
	Ad same ad	The same adjective is used twice. The second adjective is repeated straight after a comma. The repetition emphasises the adjective.	<p>To entertain - narrative: <i>He was a fast runner, fast because he needed to be.</i></p> <p>To entertain - narrative (fantasy): <i>We have been blinded, blinded by the promises of the dark lord.</i></p> <p>To persuade: <i>Quite frankly I am offended, offended by the nonsense that you broadcast last night.</i></p> <p>To persuade - speech: <i>If something isn't done then we will be stuck, stuck with this disgraceful legislation.</i></p>
	Noun which/who/where	Use commas to embed a clause in a sentence to add extra information about the noun. Start the clause with which, who or where.	<p>To entertain - narrative: <i>Limestone cemetery, where old Jim had been laid to rest, was an eerie, daunting place.</i></p> <p>To entertain - narrative (flashback): <i>James, who long ago was made a slave, stood at last as a free man.</i></p> <p>To inform - newspaper: <i>Mrs White, who is a local resident, was shocked by the incident.</i></p> <p>To inform - report (space): <i>Jupiter, which is the largest planet in the solar system, is mostly made up of gas.</i></p> <p>To persuade - advert: <i>The Fireblaster 3000, which has been voted the Britain's top toy of 2020, is a must-have this Christmas.</i></p>

5 & 6	2 pairs	It begins with a pair of related adjectives separated by and, then followed by a comma.	<p>To entertain - narrative: <i>Exhausted and worried, old and hungry, they did not know much further they had to go.</i></p> <p>To entertain - narrative (fairytale): <i>Swooping and swirling, darting and dashing, Tinkerbelle whizzed through the air.</i></p> <p>To inform - explanation (geography): <i>Dry and dusty, rocky and arid, few creatures are able to survive in the New Mexico desert.</i></p> <p>To inform - newspaper: <i>Positive or negative, for or against, this referendum will have a huge impact on the future of the British Isles.</i></p>
	O. (I.) (Outside/Inside)	These are made of two related sentences. The first tells the reader a character's action. The second, which is always placed in brackets, lets the reader know the character's true feelings.	<p>To entertain - narrative: <i>He laughed heartily at the joke Jack told the class. (At the same time, he wanted to cry with embarrassment.)</i></p> <p>To entertain - narrative: <i>Jonathan told everyone he was pleased to be at the party. (It wasn't the truth though – he longed to be elsewhere.)</i></p> <p>To inform - recount: <i>I told her that her shoes were quite lovely. (In truth they were pretty awful.)</i></p>
	If, if, if, then	This is a great way of starting or ending a story or an idea. It is made of 3 clauses marked by commas that summarise dramatic points. Churchill used a similar structure known as the Churchillian triplet.	<p>To entertain - narrative: <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed. (Great opening for a flashback story.)</i></p> <p>To inform – recount: <i>If he was really sorry, if he really felt bad, if he really wanted to make it up to me, then he would prove it.</i></p> <p>To persuade: <i>If we act quickly to find renewable sources of energy, if we make simple changes to our lifestyles, if we stop wasting valuable resources, then we can save our planet.</i></p>
	Many Questions	Start with a question and a question mark, followed by words or phrases, which pose linked questions.	<p>To entertain - narrative: <i>What were these strange markings? How had they got there? What did they mean?</i></p> <p>To inform - report: <i>Was it luck? Tactical brilliance? Treachery?</i></p> <p>To persuade - advert: <i>Stressed? Wound up? Frustrated? Come and relax with us.</i></p>



3 bad – (dash) question?	3 negative adjectives followed by a dash then a question related to the 3 adjectives.	<p>To entertain - narrative (horror): <i>Vampires, werewolves, zombies – how many kinds of foul and evil creatures lived in this place?</i></p> <p>To entertain – narrative (dialogue): <i>“Plagues, locusts, rivers of blood – what on earth did I do?”</i></p> <p>To inform - report: <i>Anger, poverty, greed – what was the root cause of the London Riots?</i></p> <p>To persuade: <i>Smog, pollution, waste – do you want your children to grow up in a world like this?</i></p>
Double ly ending	The sentence must end in two adverbs, which add detail to, and describe how the verb in the sentence is being carried out. These adverbs of manner add precision to the sentence.	<p>Example 1: <i>He swam slowly and falteringly.</i></p> <p>Example 2: <i>He rode determinedly and swiftly.</i></p> <p>Example 3: <i>He laughed loudly and heartily.</i></p> <p>To entertain - narrative (fantasy): <i>The wizard spoke slowly and purposefully.</i></p> <p>To inform - instructions: <i>Chop the onions neatly and carefully.</i></p> <p>To inform - biography: <i>Ali exercised everyday, diligently and strenuously.</i></p> <p>To inform – recount: <i>I swam slowly and awkwardly.</i></p> <p>To persuade: <i>The shop assistant spoke rudely and arrogantly.</i></p>
Some; others	This is a great way of introducing a dilemma or an argument. It is a compound sentence that begins with the word some and then a semi colon replaces the conjunctive but.	<p>To entertain - narrative (fairy tale): <i>Some believe that elves are tall, graceful creatures; others think that they are small and mischievous.</i></p> <p>To entertain – narrative (war story): <i>Some soared high over the German planes; others crashed into the sea and were never seen again.</i></p> <p>To inform - newspaper: <i>Some Ukrainians consider themselves as basically Russian; others feel that they are Europeans.</i></p> <p>To inform - explanation: <i>Some patients suffer from breathing difficulties; others develop a persistent cough.</i></p> <p>To persuade: <i>Some places need to be seen; others should be avoided at all costs.</i></p>
P.C	P.C. is short for paired conjunctions. This is when	To entertain - narrative: <i>He was <b>as</b> tall <b>as</b> a tower.</i>

		<p>some words need a second in order to make sense.</p> <ul style="list-style-type: none"> <li>• both/and</li> <li>• not so/as</li> <li>• neither/nor</li> <li>• as/as</li> <li>• either/or</li> </ul>	<p>To entertain - narrative: <i>It was <b>both</b> old <b>and</b> dark in the cellar.</i></p> <p>To inform - recount: <i><b>Either</b> the dog goes <b>or</b> I go.</i></p> <p>To inform - newspaper: <i><b>Neither</b> Mr Biggs <b>nor</b> Mister Small could be reached for a comment.</i></p> <p>To inform – recount: <i>It was <b>not so</b> much the waiting, <b>as</b> the silence that made me worry.</i></p> <p>To persuade - letter: <i><b>Both</b> I, <b>and</b> others expect better.</i></p>
	Imagine 3 examples:	<p>This is often used to describe a time or a place. It begins with the word imagine and then gives three examples separated by 2 commas and ends with a semi-colon. The last part of the sentence explains that this time or place exists.</p>	<p>To entertain - narrative (flash forward): <i>Imagine going on a life-changing journey, over tall mountains and through deep rivers, crossing deserts and icy seas: I went on that journey and this is my story.</i></p> <p>To persuade: <i>Imagine a world without war, without violence, without needless destruction: we can achieve this world!</i></p> <p>To persuade: <i>Imagine a credit card with no limits, no delays, no sudden fees: Imagine CreddyCard.</i></p>
	Irony sentences	<p>An irony sentence deliberately overstates how good or bad something is. The overstatement is then shown to be false in the next part of the sentence.</p>	<p>To inform - report (historical): <i>This ‘elite’ unit was actually made up of old men and boys barely old enough to shave.</i></p> <p>To entertain - narrative: <i>Robin Hood stared at the man called ‘Little John’, who was so tall that he could have picked a leaf from the oak tree he stood by.</i></p> <p>To persuade: <i>Your ‘no fuss customer service helpline’ actually redirected my call to four different operators, none of whom even pretended to help.</i></p>

## Appendix 3 – Writing Overviews



# Year One's Writing Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing Club & Mighty Writer (alternate weeks)	Drawing Club & Mighty Writer (alternate weeks)	Drawing Club & Mighty Writer (alternate weeks)	Drawing Club & Mighty Writer (alternate weeks)	Drawing Club & Mighty Writer (alternate weeks)	Drawing Club & Mighty Writer (alternate weeks)





# Year Two's Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition to Year 2 Short outcomes similar to Drawing Club	Transition to Year 2 Daily writing with drawing pictures like Drawing Club	Writing focus: To entertain	Writing focus: To inform	Writing focus: To entertain	Writing focus: To inform
	<b>Letter</b> 	<b>Narrative</b> 	<b>Fact File</b> 	<b>Narrative</b> 	<b>Diary Entry</b> 
<b>Description &amp; Letter</b> 	<b>Letter</b> 	<b>Setting Description</b> 	<b>Instructions</b> 	<b>Character Description</b> 	<b>Recount</b> 
<b>BHM: Poetry &amp; Instructions for medicine</b> 		<b>Recount</b> 	<b>World Book Day</b> 	<b>Narrative &amp; Poem</b> 	<b>Postcards</b> 



# Year Three's Writing Overview








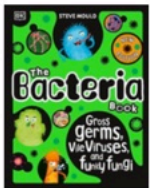

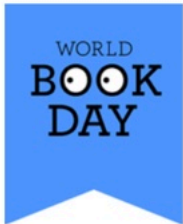
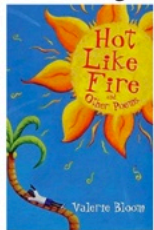
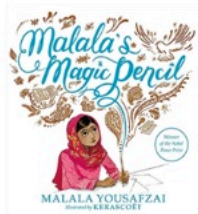




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing focus: To entertain	Writing focus: To inform	Writing focus: To entertain	Writing focus: To entertain	Writing focus: To persuade	Writing focus: To inform
<b>Graphic Novel: Comic Strip</b> 	<b>Explanation</b> 	<b>Letter/ode/character description/diary entry</b> 	<b>Narrative</b> 	<b>Persuasive Letter &amp; speeches</b> 	<b>Letter</b> 
<b>Character/Setting Description</b> 	<b>Newspaper</b> 	<b>Poetry</b> 		<b>Poetry</b> 	<b>Non-chronological report</b> 
<b>BHM: Biography</b>  	<b>Poem</b> 			<b>Poetry</b> 	<b>Fact File</b> 





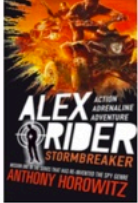




# Year Four's Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing focus: To entertain	Writing focus: To inform	Writing focus: To entertain	Writing focus: To inform	Writing focus: To entertain	Writing focus: To persuade
<b>Poetry/Recipe</b> 	<b>Setting description &amp; playscript</b> 	<b>Narrative Read to Year 1</b> 	<b>Advert/Ted Talk</b> 	<b>Narrative</b> 	<b>Letter</b> 
<b>Character description &amp; diary</b> 	<b>Non-chronological report</b> 	<b>Poetry</b> 	<b>World BOOK DAY</b> 	<b>Poetry</b> 	<b>Speech</b> 
<b>BHM: Biography</b>  					





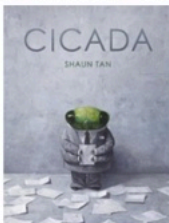

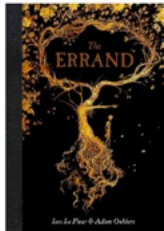



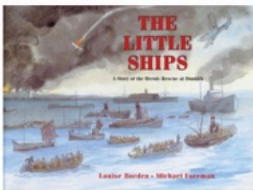

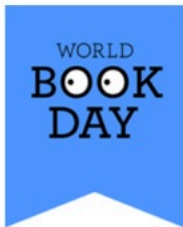

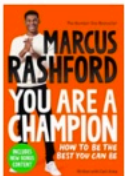

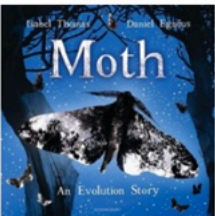


# Year Five's Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing focus: To entertain	Writing focus: To inform	Writing focus: To persuade	Writing focus: To inform	Writing focus: To entertain	Writing focus: To discuss
<b>TBC</b> 	<b>Poetry</b> 	<b>Advert</b> 	<b>Non-chronological report</b> 	<b>Oral storytelling</b> 	<b>???</b> 
<b>Story - cliffhanger</b> 	<b>Newspaper</b> 	<b>Persuasive Argument</b> 	<b>WORLD BOOK DAY</b> 	<b>3 part story</b> 	<b>Balanced Argument</b> 
<b>BHM: Biography</b>  	<b>???</b> 				



# Year Six's Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing focus: To entertain	Writing focus: To inform	Writing focus: To persuade	Writing focus: To inform	Writing focus: To entertain	Writing focus: To discuss
<b>Diary</b> 	<b>Letter, dialogue &amp; story ending</b> 	<b>Persuasive letter</b> 	<b>Recount &amp; Setting description</b> 	<b>Recount/dialogue</b> 	<b>Letter/diary</b> 
<b>Setting description</b>  <b>Poetry</b> 	<b>Newspaper</b> 	<b>Persuasive speech</b> 	<b>WORLD BOOK DAY</b> 	<b>FlashWrite</b> 	
<b>BHM: Biography</b> 	<b>Letter</b> 	<b>Poetry</b> 			

## Appendix 4 – Love to Listen Maps – Nursery to Year 6


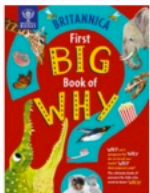


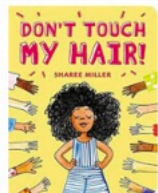
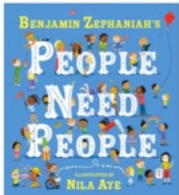

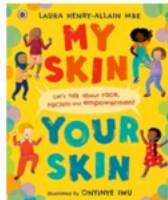
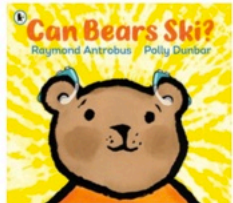

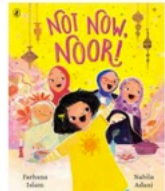

# Nursery's Love to Listen Map




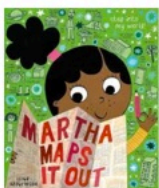
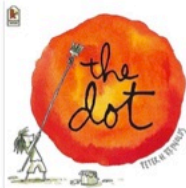

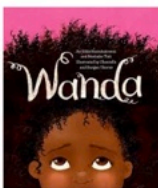
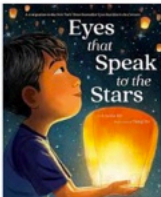

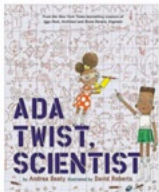


History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE



# Reception's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				

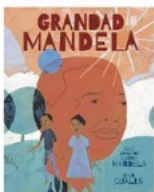
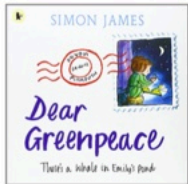



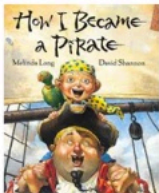

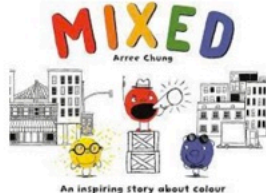



# Year One's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				



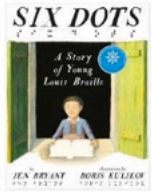
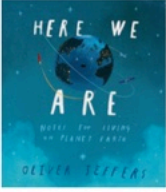


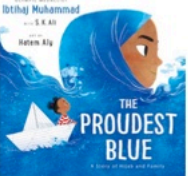

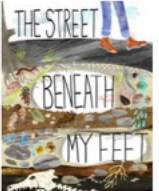
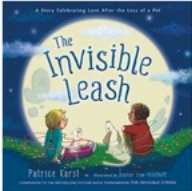


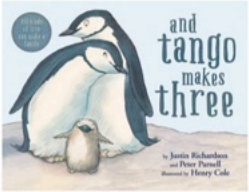


# Year Two's Love to Listen Map








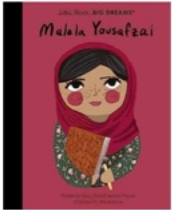
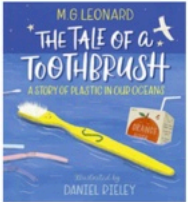


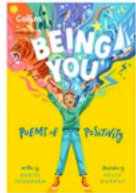
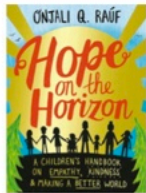
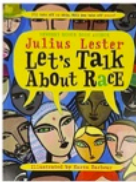

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				



# Year Three's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				

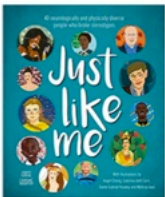




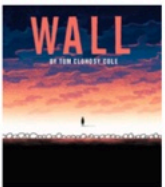
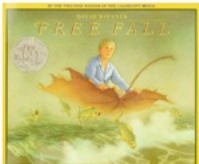

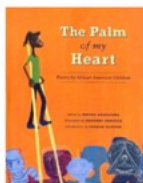

# Year Four's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				

# Year Five's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				

# Year Six's Love to Listen Map

History/Geography	Science	Art/Music/Computing	PSHE/RE	PSHE/RE
				
				
				
				



## **Appendix 5 - Punctuation:**

### **A consistent language approach**

#### **Full Stops**

A full stop is a single dot that is used to do 2 things.

1. End any sentence that is not a question or an exclamation.
2. Indicate the abbreviation (shortening of a word).

#### **Question Marks**

A question mark takes the place of a full stop at the end of any sentence, which is a direct question.

It is also used after every question is a series of questions and can be used inside brackets to indicate lack of certainty.

#### **Inverted Commas**

Inverted commas also known as quotation marks or speech marks enclose the actual words of a speaker (direct speech) OR a quotation.

Punctuation marks that form part of the direct speech are placed INSIDE the inverted commas,

e.g. *"Who is that?" asked John.*

#### **Exclamation Marks**

An exclamation is a forcefully made word or phrases and an exclamation mark is a punctuation symbol, which indicates force (often force of emotion).

There are 5 main kinds of exclamation.

1. Interjections  
*Awesome!*
2. Echo exclamations  
*He said, "It's a lovely day".*  
*"A lovely day!" she exclaimed. It had been snowing all day.*
3. What + 'an adjective noun phrase' exclamations  
*What an unkind man!*
4. Commands which are shouted or have urgency  
*Come here!*
5. After onomatopoeic words (when loudness is being indicated)  
*Plop!*



## The Apostrophe

The apostrophe has 2 main functions:

1. To show that something belongs to something/someone else (possession)
2. To show that something has been missed out of a word or phrase (omission)

## Commas

Commas have 3 main uses:

1. Commas in a list
2. Commas to mark clauses
3. Commas for clarity

## Brackets

There are 2 main kinds of brackets, both of which come in pairs – round brackets ( ) also known as parentheses and square brackets [ ].

Brackets always surround a part of the sentence that can be deleted without affecting meaning. It is a way of adding extra information.

1. Teach children to add extra information using *when, who, where and which* e.g.  
*Many years ago (**when** I still had hair) I went on a trip to Egypt.*  
*Mr Jones (**who** was a popular teacher) was asked to open the Fair.*  
*The island of Crete (**where** I first met her) is a beautiful island.*
2. Teach authorial intrusion e.g.  
*Train spotting (what kind of hobby is that anyway) was his favourite pastime.*  
*He was friendly (at least he appeared friendly) to everyone he met.*
3. Teach brackets around a list which interrupts a sentence e.g.  
*The outer planets in our solar system (Jupiter, Saturn, Uranus, Neptune) are all gas giants.*  
*The colours of the French flag (red, white and blue) always make me think of Paris.*

## The Dash

The dash is a dramatic punctuation mark. It should not be overused.

1. Dashes can be used in pairs to add parenthesis.  
*The meal we ate – vegetable soup, followed by cheese pastries and then a gigantic slice of beef served with roast potatoes and vegetables – was more than filling.*
2. When a dash is found by itself it separates something dramatic.  
*The beach was quiet other than children laughing and a young couple playing volleyball – no one expected the bomb to go off.*
3. The use of a dash at the end of a sentence indicates a sudden halt.  
*"I don't believe in g—" He stopped suddenly as the bookshelf began to shake violently.*



## The Hyphen

The hyphen has 2 uses:

1. To join two or more words serving as a single adjective before a noun.  
*one-way street*  
*chocolate-covered peanuts*  
*man-eating shark*  
*well-known author*  
*one-size-fits-all gloves*
2. To join compound numbers  
*Thirty-four*

## Paragraphs

Paragraphs are used to break up text to show a change of:

1. Time (e.g. First, Next, After that and Finally or Suddenly, Much later, In the evening...)
2. Place (Inside, Outside, In the kitchen...)
3. Speaker, in a passage of dialogue (66 99 new speaker, new line)
4. Theme, focus, feeling or ideas

A new paragraph is shown with a space (a missed-out line).

## Colons

Colons have 5 main uses:

1. A colon is placed between the descriptive first part of the sentence and the details that are added in the last part of the sentence.  
*The snail is a slow creature: it takes ages to get anywhere.*  
*I woke up early: the alarm had not even gone off.*
2. A colon is placed between the first part of the sentence and the latter part that repeats an idea in different words (usually more emphatically).  
*You can do it: you will do it!*  
*He loves food: he eats everything.*
3. The colon can be used to introduce any list and can be used to replace the word 'being' or 'such as' when it precedes a list.  
*There are 3 kinds of fruit I like, **being** apples, pears and bananas.*  
*There are 3 kinds of fruit I like: apples, pears and bananas.*
4. A colon is used in a sentence in which one word is followed by a longer definition of that word.  
*Christmas: a time of religious significance and overeating!*  
*Monday: the longest day of the week.*
5. A colon can also be used between a list and a summary statement.  
*Apples, pears, bananas: all are good for you.*

## Semicolons

A semicolon can be used in 2 ways:

1. A semicolon can be used when writing a complicated list.  
*I really like beef, with mushroom sauce; pasta, with Alfredo sauce; and salad, with French dressing.*
2. A semicolon can be used to link two related sentences together.  
*Dad is going bald; his hair is getting thinner and thinner.*

*Repeating semicolons sentences:*

- *John was friendly; John was always smiling; John was kind to strangers.*
- *New York is busy; New York never sleeps; New York is a place you can never tire of; New York is a lively city.*

*Repeating semicolons + twist in the tale sentences.*

- *John was friendly; John was always smiling; John was kind to strangers. No one knew he was also a murderer.*
- *New York is busy; New York never sleeps; New York is a place you can never tire of; New is a lively city. New York is also where I was first robbed at gunpoint.*

## Ellipsis

An ellipsis is the 'something is missing' mark. It is a row of three full stops and can be used in 3 main ways:

1. To end an incomplete sentence.  
*"Hello. And you have come for..."*
2. To indicate a longer pause than a full stop.  
*Add the second half sentences e.g.*  
*Janet was beautiful...at least she thought was beautiful.*  
*Mary was kind... (add the second half with a thought that makes you question this)*
3. To show that something is missing.  
*Great for flashbacks - start with cliffhanger, add ellipsis mark, state how much time you are reversing back through, begin story e.g.*  
*The car sped over the ledge toward the rocks below...one week earlier Mary and John walked into the dealership and there in front of them was the car of their dreams.*

## Appendix 6 - Full documents to aid Teaching and Learning

- Overview hives – briefly explain what the children will be learning each half term for all of the wider curriculum subjects.
- Year group maps – a one-page document which shows the name of the unit for each curriculum subject and which half term they are being taught in.
- Year group curriculum – the full curriculum for all subjects except for English and Maths. Each year group's document has all the objectives to cover, the prior learning and knowledge that the children will have, and any resources to use for planning.
- Knowledge organisers for History, Geography, Science and Maths – a one-page document to be used by the children which shows the key knowledge and vocabulary they will learn, as well as some information that puts the unit into context with things they have learnt before.
- Subject maps – a one-page document per subject, which shows the whole school coverage with unit names. Can be used to map out progression and see prior learning opportunities.
- Subject full curriculum – the full curriculum for a single subject from Y1-6. Each document has all the objectives to cover, the prior learning and knowledge that the children will have, and any resources to use for planning.
- Medium term planning – a document that year group teams use to map out the term ahead, ensuring full coverage of all the objectives from all the subjects.