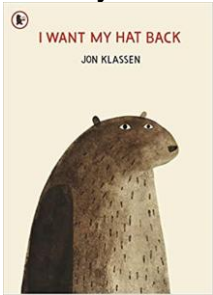
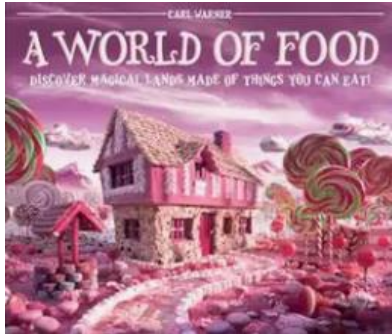
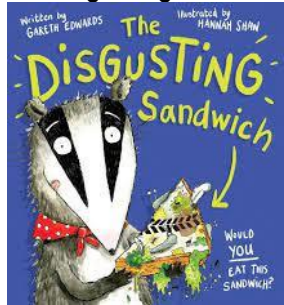
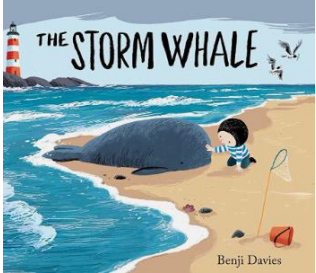
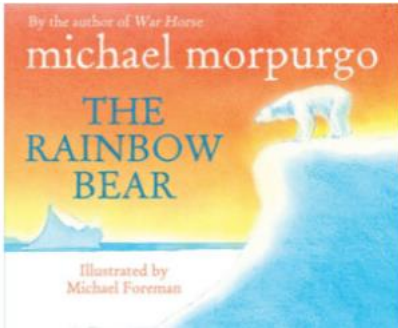


2026- 27 English Objective Mapping

Our aim: To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

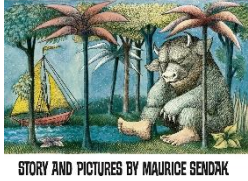
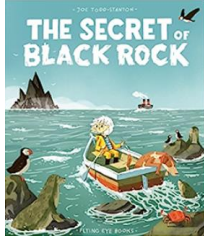
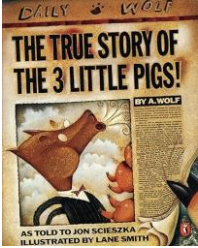
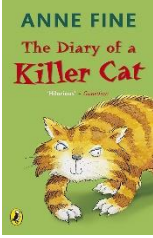
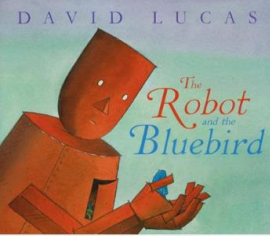
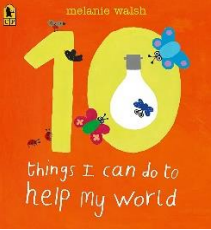
Our vision: Children will develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Year 1

Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Area of English						
Power of Reading	I want my hat back 	World of food 		The disgusting sandwich 	The storm whale 	The rainbow bear 
Genre	Narrative- Character description of Bear Narrative- Retell a simple story with predictable phrases matching images with sentences.	Narrative- Setting description Recount- Postcard describing the places you have visited from World of Food.	Recount- Diary entry (fictional) Information text – All about London.	Instructions- Recipe Narrative- Retell a three part story- imitated and innovate	Narrative- Three part story with strong characterisation Report- Leaflet to inform the reader about coasts who want to visit Hartlepool	Letter – Letter to the bear asking him how he feels. Biography – write a biography about Florence Nightingale linked to History.
Text type					Mentor Text – Story from the perspective of the Whale in the third person. Model Text – Story from the perspective of Noi in the third person. Mentor Text – All about whales Model Text – for different parts of the coast.	
Publishing	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term
Grammar	G1.1 Know what a noun is G1.2 Know the effect of the plural noun suffixes -s or -es on the meaning of a noun G1.3 Know how to use third person, first person singular G1.4 Know how to add suffixes (e.g. -ed, -ing, -er) to verbs that don't change the root word G1.5 Know how to add 'er' and 'est' to adjectives where no change is needed to root word G1.6 Know how the prefix –un changes the meaning of verbs and adjectives G1.7 Know how to join words and sentences using and/then					
Punctuation	PU1.1 Know how to use full stops with (increased) accuracy in most sentences					

	PU1.2 Know how to use question marks and exclamation marks with some accuracy PU1.3 Know how to use capital letters for the start of a sentence, names, personal pronouns and days of the week					
Composition	C1.1 Know how to say out loud what they are going to write about C1.2 Know how to compose a sentence orally before writing it C1.3 Know how words combine to make sentences C1.4 Know how to sequence sentences to form short narratives C1.5 Know how to re-read what they have written to check it makes sense C1.6 Know how to discuss what they have written with the teacher or other pupils and reread what they have written C1.7 Know how to read aloud their writing clearly enough to be heard by their peers					
Genre Progression	Narrative <i>Nar 1.1 Know how to signal the beginning and end (e.g. one day)</i> <i>Nar 1.2 Know how to group ideas together for similarity</i> <i>Nar 1.3 Know how to write in third person e.g. The wolf was hiding</i> <i>Nar 1.4 Know how to write in the appropriate tense (mostly correctly and consistently) e.g. Goldilocks was... Jack is...Y2 TAF</i> <i>Nar 1.5 Know how to start simple sentences with a pronoun and a verb e.g. He went home</i> <i>Nar 1.6 Know how to use Year 1 ambitious vocabulary</i> <i>Nar 1.7 Know how to use time conjunctions e.g. first, then, next, Once upon a time, one day, happily ever after</i> Narrative <i>Nar 1.1 Know how to signal the beginning and end (e.g. one day)</i> <i>Nar 1.2 Know how to group ideas together for similarity</i> <i>Nar 1.3 Know how to write in third person e.g. The wolf was hiding</i> <i>Nar 1.4 Know how to write in the appropriate tense (mostly correctly and consistently) e.g. Goldilocks was... 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They are... The different... This is a ____ There are ____ These can be grouped____</i>	Recount <i>R1.1 Know how to group ideas together in time sequence</i> <i>R1.2 Know how to write in first person R1.3 Know how to write focusing on individual or group participants e.g. I, we</i> <i>R1.4 Know how to construct simple sentences using simple conjunctions e.g. and, but, then, so</i> <i>Know that it is written in the past tense (using 'ed')</i> <i>R1.5 Know how to use Y1 useful vocabulary e.g.FirstNext After Finally The best part was The worst part was I liked I didn't like</i> Non Chronological Report <i>NC1.1 Know how to group ideas together for similarity</i> <i>NC1.3 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so</i> <i>NC1.4 Know how to write in third person e.g. The man was run over</i> <i>NC1.5 Know how to use Y1 useful vocabulary e.g.____ are... ____ is... They are... The different... This is a ____ There are ____ These can be grouped____</i>	Narrative <i>Nar 1.1 Know how to signal the beginning and end (e.g. one day)</i> <i>Nar 1.2 Know how to group ideas together for similarity</i> <i>Nar 1.3 Know how to write in third person e.g. The wolf was hiding</i> <i>Nar 1.4 Know how to write in the appropriate tense (mostly correctly and consistently) e.g. Goldilocks was... Jack is...Y2 TAF</i> <i>Nar 1.5 Know how to start simple sentences with a pronoun and a verb e.g. He went home</i> <i>Nar 1.6 Know how to use Year 1 ambitious vocabulary</i> <i>Nar 1.7 Know how to use time conjunctions e.g. first, then, next, Once upon a time, one day, happily ever after</i> Instructions <i>I1.1 Know how to group ideas in sentences in time sequence</i> <i>I1.2 Know how to use numbers or bullet points to signal order</i> <i>I1.3 Know how to write in the imperative e.g. sift the flour</i> <i>I1.4 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so</i> <i>I1.5 Know how to use imperative verbs to start sentences e.g. spread, slice, cut</i> <i>I1.6 Know sentences do not include pronouns and are written impersonally</i> <i>I1.7 Know how to use Y1 useful vocabulary e.g.1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint</i>	Narrative - Nar 1.1 Know how to signal the beginning and end (e.g. one day) - Nar 1.2 Know how to group ideas together for similarity - Nar 1.3 Know how to write in third person e.g. The wolf was hiding - Nar 1.4 Know how to write in the appropriate tense (mostly correctly and consistently) e.g. Goldilocks was... Jack is... - Nar 1.5 Know how to start simple sentences with a pronoun and a verb e.g. He went home - Nar 1.6 Know how to use Year 1 ambitious vocabulary - Nar 1.7 Know how to use time conjunctions e.g. first, then, next, Once upon a time, one day, happily ever after Non Chronological Report - NC1.1 Know how to group ideas together for similarity - NC1.3 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so - NC1.4 Know how to write in third person e.g. The man was run over - NC1.5 Know how to use Y1 useful vocabulary e.g. ____ are... ____ is... - They are... - The different... - This is a ____ - There are ____ - These can be grouped____	Recount <i>R1.1 Know how to group ideas together in time sequence</i> <i>R1.2 Know how to write in first person</i> <i>R1.3 Know how to write focusing on individual or group participants e.g. I, we</i> <i>R1.4 Know how to construct simple sentences using simple conjunctions e.g. and, but, then, so</i> <i>Know that it is written in the past tense (using 'ed')</i> <i>R1.5 Know how to use Y1 useful vocabulary e.g.FirstNext After Finally The best part was The worst part was I liked I didn't like</i> Biography <i>B1.1 Know how to group ideas together for similarity</i> <i>B1.2 Know how to write in first person (autobiography) or in third person (biography)</i> <i>B1.3 Know how to use simple conjunctions to construct simple sentences e.g. and, but, then, so</i> <i>B1.4 Know biographies are written in the past tense and to write in the past tense</i> <i>B1.5 Focused on individual or group participants e.g. I, we</i> <i>B1.6 Know how to use Y1 useful vocabulary e.g.First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...</i>

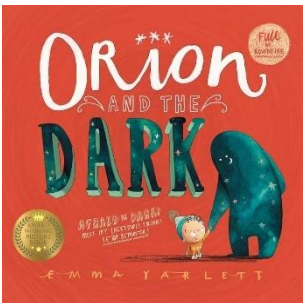
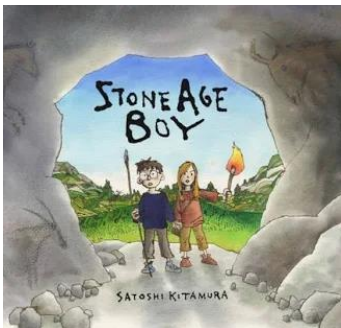
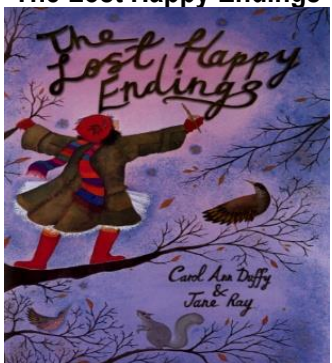
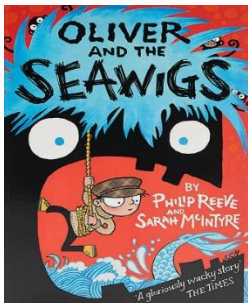
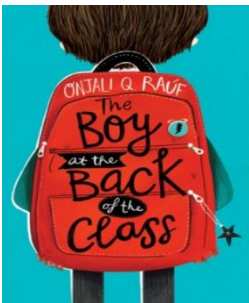
Year 2

Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Area of English						
Power of Reading	Where the wild things are 	The secret of Black Rock 	The True Story of the Three Little Pigs 	Diary of a killer cat 	Robot and the blue bird 	10 things I can do to help my world 
Text Type	Narrative- <i>Character description of what one of the wild things looked like.</i> Recount- <i>Diary entry</i>	Recount- <i>Informal letter in role</i> Non-Chronological report- <i>focused on RNLI</i>	Recount- <i>Formal letter in role</i> Narrative – <i>Write a traditional tale with repeated events using the rule of 3</i>	Narrative- <i>Plan and retell a 3 part story 1st person with an alternative ending.</i> Recount- <i>sequence of diary entries</i>	Narrative- <i>Setting Description</i> Recount- <i>Informal letter in role</i>	Non-Chronological report- <i>focused on more than one aspect</i> Instructions- <i>Write a set of instructions including diagrams</i>
Publish	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term
Grammar	G2.1 Know how to form nouns using suffixes (e.g. -ness, -er) and by compounding (whiteboard, superman) G2.2 Know how to write in the present tense mostly correctly and consistently G2.3 Know how to use the progressive form of verbs in the past and present tense G2.4 Know how to use modal verbs, e.g. would, could, should G2.5 Know how to form adjectives using suffixes such as –ful and –less G2.6 Know how to use simple noun phrases to describe and specify e.g. angry mum, red shoes, massive field, large tiger G2.7 Know how to use coordinating conjunctions (or, and, but) to join clauses G2.8 Know how to use subordinating conjunctions (when, if, that, because) to join clauses G2.9 Know how to use past and present tense mostly correctly and consistently G2.10 Know how to add -ly to change an adjective to an adverb G2.11 Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command					
Punctuation	PU2.1 Know how to use full stops correctly PU2.2 Know how to use question marks and exclamation marks correctly PU2.3 Know how to use capital letters correctly PU2.4 Know how to use apostrophes for contractions PU2.5 Know how to use possessive apostrophes for singular nouns PU2.6 Know how to use commas to separate items in lists					
Composition	C2.1 Know how to plan or speak out loud before writing e.g. ideas, vocabulary C2.2 Know how to encapsulate what they want to say, sentence by sentence C2.3 Know how to ensure that verbs used to indicate time are used correctly and consistently C2.4 Know how to make simple additions, revisions and corrections to their own writing C2.5 Know how to proof-read to check for errors in spelling, grammar and punctuation C2.6 Know how to evaluate their writing with the teacher and other pupils C2.7 Know how to read aloud what they have written with appropriate intonation to make the meaning clear C2.8 Know how to develop positive attitudes and stamina for writing a range of genres e.g. narratives, real events, poetry and different purposes					

Genre Progression	Narrative: Nar 2.1 Know how to organise sentences chronologically, indicated by time related words e.g. finally Nar 2.2 Know how to organise main ideas in groups Nar 2.3 Know how to make reference to characters between sentences e.g. Peter and Jane/ they Nar 2.4 Know how to indicate extra information using connections between sentences e.g. but they got bored, or indicate concurrent events e.g. as they were waiting Nar 2.5 Know how to use correct subject/ verb agreement e.g. He was... They were... It happened... Nar 2.6 Know how to use simple noun phrases e.g. massive field Nar 2.7 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today Nar 2.8 Know how to use speech-like expressions in dialogue e.g. Chill out! Nar 2.9 Know how to use Year 2 ambitious vocabulary Nar 2.10 Know how to use a range of time conjunctions e.g. after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Recount R2.1 Know how to organise ideas in chronological order using conjunctions that signal time R2.2 Know how to organise main ideas into groups R2.3 Know how to write a brief introduction and conclusion R2.4 Know how to use co-ordinating conjunctions. R2.5 Know how to use subordinating conjunctions. R2.6 Know how to use correct subject/ verb agreement e.g. He was... They were... It happened... R2.7 Know how to use some modal verbs e.g. would, could, should R2.8 Know how to use simple noun phrases e.g. large tiger R2.9 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today R2.10 Know how to use Y2 useful vocabulary e.g. Afterwards After that When Suddenly Just then Much later I found it interesting when I found it boring when I didn't expect Non Chronological Report NC2.1 Know how to organise main ideas in groups NC2.2 Know how to write a brief introduction and conclusion NC2.3 Know how to use coordinating conjunctions (or, and, but) to join clauses NC2.4 Know how to use subordinating conjunctions (when, if, that, because) to join clauses NC2.5 Know how to use correct subject/verb agreement e.g. He was... They were... It happened... 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Nar 2.9 Know how to use Year 2 ambitious vocabulary Nar 2.10 Know how to use a range of time conjunctions e.g. after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Recount R2.1 Know how to organise ideas in chronological order using conjunctions that signal time R2.2 Know how to organise main ideas into groups R2.3 Know how to write a brief introduction and conclusion R2.4 Know how to use co-ordinating conjunctions. R2.5 Know how to use subordinating conjunctions. R2.6 Know how to use correct subject/ verb agreement e.g. He was... They were... It happened... R2.7 Know how to use some modal verbs e.g. would, could, should	Instructions I2.1 Know how to write a statement about what is to be achieved I2.2 Know how to write in sequenced steps to achieve the goal I2.3 Know how to use diagrams and illustrations to make the process clearer L2.4 Know how to use coordinating conjunctions (or, and, but) to join clauses I2.5 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today I2.6 Know how to use simple noun phrases e.g. long stick I2.7 Know how to use Y2 useful vocabulary e.g. First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly Non Chronological Report NC2.1 Know how to organise main ideas in groups NC2.2 Know how to write a brief introduction and conclusion NC2.3 Know how to use coordinating conjunctions (or, and, but) to join clauses NC2.4 Know how to use subordinating conjunctions (when, if, that, because) to join clauses NC2.5 Know how to use correct subject/verb agreement e.g. He was... They were... It happened... NC2.6 Know how to use some modal verbs e.g. would, could, should NC2.7 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today NC2.8 Know how to use simple noun phrases e.g. large tiger NC2.9 Know how to use Y2 useful vocabulary e.g. They like to They can It can Like many I am going to There are two sorts of They live in The ____ have but the ____ have
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	R2.7 Know how to use some modal verbs e.g. would, could, should R2.8 Know how to use simple noun phrases e.g. large tiger R2.9 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today R2.10 Know how to use Y2 useful vocabulary e.g. Afterwards After that When Suddenly Just then Much later I found it interesting when I found it boring when I didn't expect	The ____ have but the ____ have ____	Nar 2.9 Know how to use Year 2 ambitious vocabulary Nar 2.10 Know how to use a range of time conjunctions e.g. after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	R2.7 Know how to use some modal verbs e.g. would, could, should R2.8 Know how to use simple noun phrases e.g. large tiger R2.9 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today R2.10 Know how to use Y2 useful vocabulary e.g. Afterwards After that When Suddenly Just then Much later I found it interesting when I found it boring when I didn't expect	R2.8 Know how to use simple noun phrases e.g. large tiger R2.9 Know how to use simple adverbs e.g. quickly, slowly, yesterday, today R2.10 Know how to use Y2 useful vocabulary e.g. Afterwards After that When Suddenly Just then Much later I found it interesting when I found it boring when I didn't expect	
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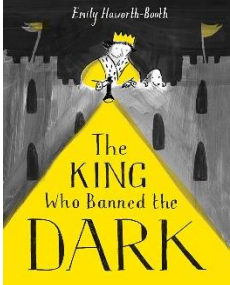
Year 3

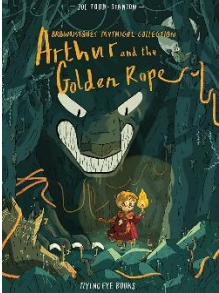
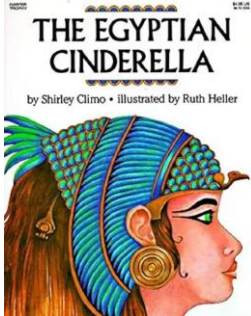
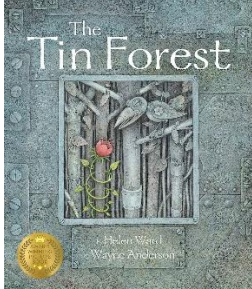
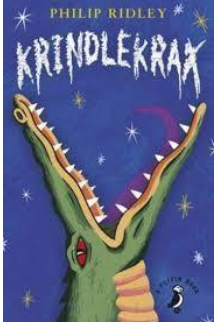
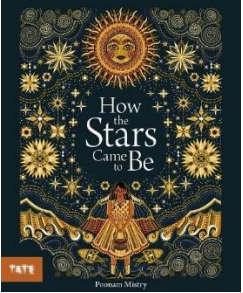
Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Area of English						
Power of Reading	Orion and The Dark 	Stone Age Boy 	The Lost Happy Endings 	Wild Robot 	Oliver and the Seawigs 	The boy at the back of the class 
Text Type	Narrative – Setting Description Recount – Diary entry in chronological order	Instructions – about the woolly mammoth Non Chronological Report – All about the Stone Age	Narrative – Write a happy ending to one of the stolen stories. Informal Letter – With some persuasion - Letter to the witch about how they feel.	Narrative – Write a problem/ resolution story.	Non Chron Report – Explanation text. How do the seawiggs protect the island? Recount – Informal letter in a bottle.	Narrative – Story with a strong dilemma Recount – Write contrasting diary entries from a classmate and Ahmet's perspective.
Publish	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term
Grammar	G3.1 Know how to form nouns using a range of prefixes (e.g. -super, -anti, -auto) G3.2 Know how to use pronouns to avoid repetition G3.3 Know how to use present perfect forms of verbs instead of the simple past G3.4 Know how to write in consistent tense using modal verbs can/will G3.5 Know how to choose age-appropriate and ambitious adjectives G3.6 Know how to use expanded noun phrases to describe and specify G3.7 Know how to use conjunctions to express time and cause (e.g. when, so, before, after, while, because) G3.8 Know how to use past and present tense correctly and consistently G3.9 Know when to use 'a' and 'an' G3.10 Know how to use adverbs of time, place and cause (e.g. then, next, soon, therefore, hurriedly) G3.11 Know what an adverbial phrase is					

	G3.12 Know how to use prepositions to express time, place and cause (e.g. before, after, during, in, because of)					
Punctuation	PU3.1 Know how to use possessive apostrophes for plural nouns with some accuracy PU3.2 Know how to use inverted commas with some accuracy					
Composition	C3.1 Know how to plan writing by discussing similar writing to learn from its structure, vocabulary and grammar C3.2 Know how to discuss and record ideas C3.3 Know how to compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures C3.4 Know how to organise paragraphs around a theme C3.5 Know how to propose changes to grammar and vocabulary e.g. use of pronouns in sentences C3.6 Know how to proof-read for spelling and punctuation errors C3.7 Know how to suggest the effectiveness of their own and others' writing and suggest improvements C3.8 Know how to read aloud what they have written with appropriate intonation and controlling the tone and volume so that the meaning is clear					
Genre Progression	Narrative <i>Nar 3.1 Know how to use time and place references to guide the reader through the text e.g. in the morning</i> <i>Nar 3.2 Know how to show a clear beginning, middle and end</i> Nar 3.3 Know how to organise ideas together; paragraphs beginning to be used <i>Nar 3.4 Know how to strengthen cohesion between characters through relationships e.g. Jack, his, his mother, her</i> <i>Nar 3.5 Know how to use inverted commas with some accuracy</i> Nar 3.6 Know how to use extra description in simple sentences <i>Nar 3.7 Know how to use verbs for specific action e.g. rushed, shoved, pushed</i> Nar 3.8 Know how to use expanded noun phrases e.g. two horrible hours <i>Know how to use pronouns to avoid repetition.</i> <i>Nar 3.9 Know how to use adverbials e.g. When she reached home, ...</i> <i>Nar 3.10 Know how to use realistic and conversational dialogue e.g. Well, I suppose...</i> Nar 3.11 Know how to use prepositions (under, next to, through, behind, beneath) <i>Nar 3.12 Know how to use Year 3 ambitious vocabulary</i> Recount R3.1 Know how to organise ideas together; paragraphs beginning to be used	Non Chronological Report <i>NC3.1 now how to organise ideas together around a key topic sentence; paragraphs beginning to be used</i> <i>NC3.2 Know how to write a clear introduction</i> <i>NC3.3 Know how to use sub-headings</i> <i>NC3.4 Know how to write some complex sentences using when, if, as etc</i> <i>NC3.5 Know how to keep tense consistent using modal verbs</i> <i>NC3.6 Know how to use adverbials e.g. When the caterpillar makes a cocoon...</i> <i>NC3.7 Know how to write simple sentences with extra description</i> <i>NC3.8 Know how to use prepositions (under, next to, through, behind, beneath)</i> <i>NC3.9 Know how to use Y3 useful vocabulary e.g. The following report They don't It doesn't Sometimes Often Most</i> Instructions <i>I3.1 Know how to organise into clear points denoted by time</i> <i>I3.2 Know how to clearly outline ingredients and equipment needed</i> <i>I3.3 Know how to write some complex sentences using when, if, as etc</i> <i>I3.4 Know how to use adverbials e.g. When the glue dries, attach the paperclip</i> <i>I3.5 Know how to write simple sentences with extra description</i> <i>I3.6 Know how to use pronouns to avoid repetition</i> <i>I3.7 Know how to use Y3 useful vocabulary e.g. Afterwards After</i>	Narrative <i>Nar 3.1 Know how to use time and place references to guide the reader through the text e.g. in the morning</i> <i>Nar 3.2 Know how to show a clear beginning, middle and end</i> <i>Nar 3.3 Know how to organise ideas together; 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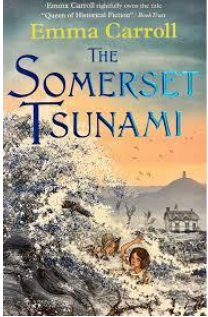
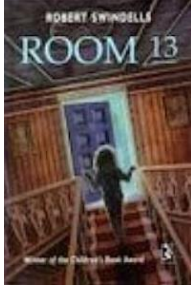
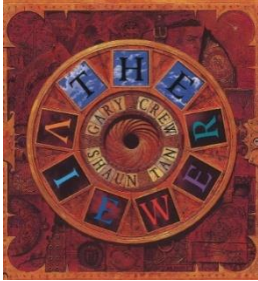
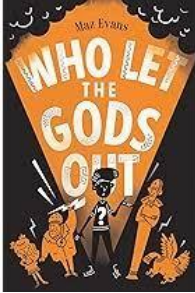
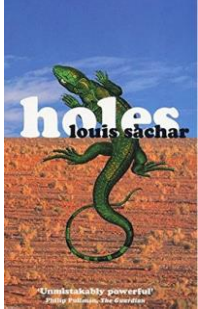
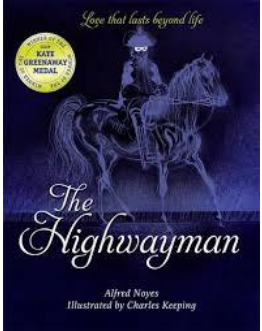
Year 4

Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Area of English						
Power of Reading	Arthur and The Golden Rope	Egyptian Cinderella	The Tin Forest	The King who banned the dark 	Krindlekrax	How the stars came to be

						
Text Type	Narrative- Plan and write their own version of a familiar story 3 rd person Recount- Writing in role: Journal	Narrative- Plan a story with a climax and resolution including dialogue Non-chronological report- Focused on one key aspect	Narrative- Plan a story focused on organisational devices e.g. time of day repeated words Narrative- Contrasting settings	Narrative- Plan a longer story using figurative language Debate- Balanced argument in a letter	Recount- Contrasting diary entries Persuasion- Persuasive letter	Narrative- plan and write a story as a personal narrative Recount- Letter writing with response
Publish	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term
Grammar	G4.1 Know the Standard English forms for verbs G4.2 Know how to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases G4.3 Know how to use a wide range of conjunctions G4.4 Know how to use fronted adverbials G4.5 Know the grammatical difference between plural and possessive –s					
Punctuation	PU4.1 Know how to use apostrophes to mark singular and plural possession PU4.2 Know how to use commas after fronted adverbials PU4.3 Know how to use inverted commas and other punctuation to indicate direct speech					
Composition	C4.1 Know how to plan writing by discussing similar writing to learn from its structure, vocabulary and grammar C4.2 Know how to discuss and record ideas C4.3 Know how to compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures C4.4 Know how to organise paragraphs around a theme C4.5 Know how to propose changes to grammar and vocabulary e.g. use of pronouns in sentences C4.6 Know how to proof-read for spelling and punctuation errors C4.7 Know how to suggest the effectiveness of their own and others' writing and suggest improvements C4.8 Know how to read aloud what they have written with appropriate intonation and controlling the tone and volume so that the meaning is clear					
Genre Progression	Narrative <i>Nar 4.1 Know how to link opening and resolution</i> <i>Nar 4.2 Know how to organise paragraphs correctly to build up to key event</i> <i>Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</i> <i>Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis</i> <i>Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech</i> <i>Nar 4.6 Know how to vary sentence structures e.g. while, although, until</i> <i>Nar 4.7 Know how to expand a noun phrase by modifying</i>	Narrative <i>Nar 4.1 Know how to link opening and resolution</i> <i>Nar 4.2 Know how to organise paragraphs correctly to build up to key event</i> <i>Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</i> <i>Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis</i> <i>Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech</i> <i>Nar 4.6 Know how to vary sentence structures e.g. while, although, until</i> <i>Nar 4.7 Know how to expand a noun phrase by modifying</i>	Narrative <i>Nar 4.1 Know how to link opening and resolution</i> <i>Nar 4.2 Know how to organise paragraphs correctly to build up to key event</i> <i>Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</i> <i>Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis</i> <i>Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech</i> <i>Nar 4.6 Know how to vary sentence structures e.g. while, although, until</i> <i>Nar 4.7 Know how to expand a noun phrase by modifying adjectives, nouns and preposition phrases</i>	Narrative <i>Nar 4.1 Know how to link opening and resolution</i> <i>Nar 4.2 Know how to organise paragraphs correctly to build up to key event</i> <i>Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</i> <i>Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis</i> <i>Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech</i> <i>Nar 4.6 Know how to vary sentence structures e.g. while, although, until</i> <i>Nar 4.7 Know how to expand a noun phrase by modifying adjectives, nouns and preposition phrases</i>		Narrative <i>Nar 4.1 Know how to link opening and resolution</i> <i>Nar 4.2 Know how to organise paragraphs correctly to build up to key event</i> <i>Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</i> <i>Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis</i> <i>Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech</i> <i>Nar 4.6 Know how to vary sentence structures e.g. while, although, until</i> <i>Nar 4.7 Know how to expand a noun phrase by modifying adjectives, nouns and preposition phrases</i> <i>Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials)</i>

	adjectives, nouns and preposition phrases Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials) Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use Year 4 ambitious vocabulary Recount R4.1 Know how to add links between sentences to navigate the reader from one idea to the next R4.2 Know how to organise paragraphs correctly using key events R4.3 Know how to write a clear introduction and conclusion R4.4 Know how to use elaboration to reveal the writer's emotions and responses R4.5 Know how to vary sentence structures for interest and impact e.g. While we watched the sea lion show... R4.7 Know how to include adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously R4.8 Know how to build sentences from a general idea to more specific R4.9 Know how to use emotive language to show personal response e.g. fabulous, showcase inspired me R4.10 Know how to use Y4 useful vocabulary e.g. Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...	adjectives, nouns and preposition phrases Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials) Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use Year 4 ambitious vocabulary Non Chronological Report NC4.1 Know how to organise paragraphs correctly into key ideas NC4.2 Know how to write a clear introduction and conclusion NC4.3 Know how to use sub-headings to organise information e.g. Qualities, body parts, behaviour NC4.4 Know how to link sentences to help the reader navigate from one idea to the next NC4.5 Know how to vary sentence structure e.g. While the eggs hatch female penguins... NC4.6 Know how to include adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously NC4.7 Know how to vary sentence structure NC4.8 Know how to build sentences from a general idea to more specific NC4.9 Know how to use technical vocabulary to show the reader the writer's expertise NC4.10 Know how to use Y4 useful vocabulary e.g. This report will The following Information Usually Normally Even though Despite the fact As a rule	Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials) Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use Year 4 ambitious vocabulary Narrative Nar 4.1 Know how to link opening and resolution Nar 4.2 Know how to organise paragraphs correctly to build up to key event Nar 4.3 Know how to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack Nar 4.4 Know how to avoid repetition through using different sentence structures and ellipsis Nar 4.5 Know how to use inverted commas and other punctuation to indicate direct speech Nar 4.6 Know how to vary sentence structures e.g. while, although, until Nar 4.7 Know how to expand a noun phrase by modifying adjectives, nouns and preposition phrases Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials) Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use Year 4 ambitious vocabulary	Nar 4.8 Know how to use adverbs to show how often or add subtlety of meaning e.g. additionally, frequently, suspiciously (fronted adverbials) Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use		Nar 4.9 Know how to punctuate direct speech Nar 4.10 Know how to use
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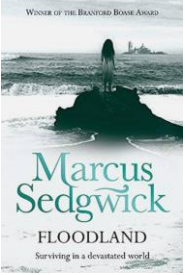
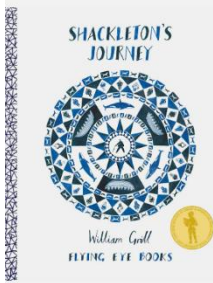
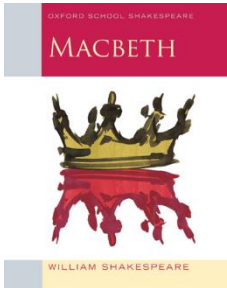
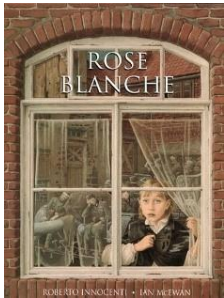
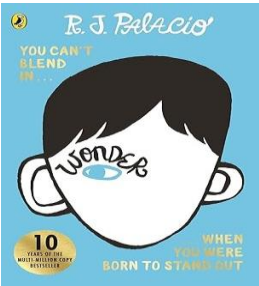
Year 5

Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Area of English						
Power of Reading	The Somerset Tsunami 	Room 13 	The Viewer 	Who let the God's out? 	Holes 	The Highway Man 
Text Type	Narrative- <i>Paragraph - Building Tension as tsunami approaches.</i> Recount- <i>Diary entry experiencing the tsunami</i>	Narrative – <i>setting description of Whitley Abbey</i> Recount – <i>Letter from Fliss</i>	Narrative- <i>Short story with flash back</i> Recount – <i>Diary with contrasting views</i>	Narrative: Write a narrative showing a clear narrative voice (characters showing opinion about each other through character description and dialogue) Non-chronological report: Write and present a non-chronological report using research about a topic	Debate – (Pinboard) Recount: Write a recount in the form of a letter for two contrasting audiences	Persuasion – <i>Persuasive paragraph about how a character is a legend.</i> Instructions – <i>How to be a highwayman guide.</i>
Publish	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term	1 per ½ term
Grammar	G5.1 Know how to use a wide range of verb prefixes (e.g. dis-, de-, mis-, over-, re-) G5.2 Know how to convert adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) G5.3 Know how to locate and identify expanded noun phrases G5.4 Know how to change the tense according to features of the genre G5.5 Know how to link ideas across a text using cohesive devices such as adverbials G5.6 Know how to use embedded/relative clauses					
Punctuation	PU5.1 Know how to use commas to clarify meaning or avoid ambiguity PU5.2 Know how to use brackets, dashes or commas to indicate parenthesis					
Composition	C5.1 Know how to plan writing by identifying the audience and purpose C5.2 Know how to select the appropriate form and use other similar writing as models for their own C5.3 Know how to develop initial ideas, drawing on reading and research C5.4 Know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning					

	C5.5 Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning C5.6 Know how to assess the effectiveness of their own and others' writing and suggest improvements C5.7 Know how to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear C5.8 Know how to précis longer passages					
Genre Progression	Narrative Nar 5.1 Know how to shape the story using the opening and resolution Nar 5.2 Know how to vary paragraphs in length and structure Nar 5.4 Know how to disrupt the sequence of plot for effect e.g. flashback Nar 5.5 Know how to include structural features of a narrative e.g. repetition for effect Nar 5.6 Know how to vary sentence length e.g. short/long Nar 5.7 Know how to use figurative language to build description (sometimes clichéd) e.g. the crowd charged like bulls Nar 5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) Nar 5.9 Know how to use dialogue to convey character and action e.g. punctuation within inverted commas, new speaker new line Nar 5.10 Know how to develop characters and settings based on what read, listened to or seen performed Nar 5.11 Know how to use repetition for effect e.g. the boys ran and ran until they could run no more Nar 5.12 Know how to use Year 5 ambitious vocabulary Recount R5.1 Know how to organise information chronologically with clear signals to the reader about time, place and personal response R5.2 Know how to write a developed introduction and conclusion including elaborated personal response R5.3 Know how to use a detailed and engaging description of events	Narrative Nar 5.1 Know how to shape the story using the opening and resolution Nar 5.2 Know how to vary paragraphs in length and structure Nar 5.4 Know how to disrupt the sequence of plot for effect e.g. flashback Nar 5.5 Know how to include structural features of a narrative e.g. repetition for effect Nar 5.6 Know how to vary sentence length e.g. short/long Nar 5.7 Know how to use figurative language to build description (sometimes clichéd) e.g. the crowd charged like bulls Nar 5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) Nar 5.9 Know how to use dialogue to convey character and action e.g. punctuation within inverted commas, new speaker new line Nar 5.10 Know how to 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the report is to inform the reader and to describe the way things are	Narrative CHANGE Nar 5.1 Know how to shape the story using the opening and resolution Nar 5.2 Know how to vary paragraphs in length and structure Nar 5.4 Know how to disrupt the sequence of plot for effect e.g. flashback Nar 5.5 Know how to include structural features of a narrative e.g. repetition for effect Nar 5.6 Know how to vary sentence length e.g. short/long Nar 5.7 Know how to use figurative language to build description (sometimes clichéd) e.g. the crowd charged like bulls Nar 5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) Nar 5.9 Know how to use dialogue to convey character and action e.g. punctuation within inverted commas, new speaker new line Nar 5.10 Know how to develop characters and settings based on what read, listened to or seen performed Nar 5.11 Know how to use repetition for effect e.g. the boys ran and ran until they could run no more Nar 5.12 Know how to use Year 5 ambitious vocabulary Recount R5.1 Know how to organise information chronologically with clear signals to the reader about time, place and personal response R5.2 Know how to write a developed introduction and conclusion including elaborated personal response R5.3 Know how to use a detailed and engaging description of events R5.4 Know the purpose of a recount is to share an experience revealing the writer's perspective R5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst,	Persuasion P5.1 Know how to develop paragraphs with prioritised information P5.2 Know how to write a developed introduction and conclusion using all the argument features P5.3 Know how to write well-constructed arguments that answer the readers' questions P5.4 Know how to use language which is impactful or emotive and thinks about the response P5.5 Know how to use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... P5.6 Know how to use verb forms with control and precision e.g. It will be a global crisis if people do not take a stand against... P5.7 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) P5.8 Know how to link ideas across paragraphs using adverbials of time, place and number P5.9 Know how to use complex noun phrases to add detail e.g. the phenomenal impact of using showers instead of baths... P5.10 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally P5.11 Know how to use Y5 useful vocabulary e.g. It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about... Instructions I5.1 Know how to write imaginative instructions using flair and humour I5.2 Know how to write accurate instructions for complicated processes I5.3 Know how to use a wide range of subordinate conjunctions e.g. whilst, until,

	R5.4 Know the purpose of a recount is to share an experience revealing the writer's perspective R5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. R5.6 Know how to vary sentence length e.g. short/long. R5.7 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile... R5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) R5.9 Know how to link ideas across paragraphs using adverbials of time, place and number R5.10 Know how to use Y5 useful vocabulary e.g.As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall...	R5.4 Know the purpose of a recount is to share an experience revealing the writer's perspective R5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. R5.6 Know how to vary sentence length e.g. short/long. R5.7 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile... R5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) R5.9 Know how to link ideas across paragraphs using adverbials of time, place and number R5.10 Know how to use Y5 useful vocabulary e.g.As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall...	R5.4 Know the purpose of a recount is to share an experience revealing the writer's perspective R5.5 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite. R5.6 Know how to vary sentence length e.g. short/long. R5.7 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile... R5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) R5.9 Know how to link ideas across paragraphs using adverbials of time, place and number R5.10 Know how to use Y5 useful vocabulary e.g.As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall...	NC5.4 Know how to write a technical and accurate description of the phenomenon NC5.5 Know how to use formal and technical language throughout to engage the reader NC5.6 Know how to use a wide range of subordinate conjunctions e.g. whilst, until, despite NC5.7 Know how to vary sentence length e.g. short/long NC5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) NC5.9 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile... NC5.11 Know how to use Y5 useful vocabulary e.g. The purpose of this report/article is to... The information presented will...Some experts believe... This article is designed to Many specialists consider Firstly, I will... It can be difficult __ will enable you to understand. Unlike Despite Although Like many	until, despite. R5.6 Know how to vary sentence length e.g. short/long. R5.7 Know how to use embedded/ relative clauses e.g. Penguins, which are very agile... R5.8 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) R5.9 Know how to link ideas across paragraphs using adverbials of time, place and number R5.10 Know how to use Y5 useful vocabulary e.g.As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall...	despite I5.4 Know how to vary sentence length e.g. short/long I5.5 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) I5.6 Know how to use Y5 useful vocabulary e.g.Don't forget to... Be careful of...Don't worry about... Concentrate on... At this point
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Year 6

Term Taught	Autumn Term 1	Autumn Term 2	Spring Term 1 & 2	Summer Term 1	Summer Term 2
Area of English					
Power of Reading	Floodland 	Shackleton's Journey 	Macbeth 	Rose Blanche 	Wonder 

Text Type	Narrative- <i>Tension Building Paragraph</i> Recount- <i>Diary entry</i>	Narrative- <i>Non-linear story flashbacks with dialogue</i> Debate – <i>Balanced argument (pinboard style)</i>	Narrative- <i>Plan and write a short story with a distinct atmosphere</i> Debate- <i>Balanced Argument</i> Recount- <i>Formal letter</i>	Narrative- <i>Plan and write a story with two narrators and formal voice</i> Persuasion- <i>Persuasive letter</i>	Recount- <i>Letter and response</i> Non-fiction- <i>Present factual information in any way they choose</i>
Publish	1 per ½ term	1 per ½ term	All	All	All
Grammar	G6.1 Know how words are related by meaning as synonyms and antonyms (e.g. big, large, little) G6.2 Know how to distinguish between whether formal or informal language should be used G6.3 Know how to use the subjunctive form G6.4 Know how to use active and passive voice to present information				
Punctuation	PU6.1 Know how to use semi-colon, colon and dash to mark the boundary between independent clauses PU6.2 Know how to use a colon to introduce a list PU6.3 Know how to use semi-colons within lists PU6.4 Know how to use bullet points to list information PU6.5 Know how hyphens can be used to avoid ambiguity				
Composition	C6.1 Know how to plan writing by identifying the audience and purpose C6.2 Know how to select the appropriate form and use other similar writing as models for their own C6.3 Know how to develop initial ideas, drawing on reading and research C6.4 Know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning C6.5 Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning C6.6 Know how to assess the effectiveness of their own and others’ writing and suggest improvements C6.7 Know how to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear C6.8 Know how to précis longer passages				
Genre Progression	Narrative <i>Nar 6.1 Know how to raise intrigue through a well-constructed story</i> <i>Nar 6.2 Know how to précis longer passages</i> <i>Nar 6.3 Know how to set up deliberate ambiguity in the mind of the reader until later in the text (pronouns)</i> <i>Nar 6.4 Know how to use dialogue to move the action on or heighten empathy for central character</i> <i>Nar 6.5 Know how to vary sentence length and type according to purpose</i> <i>Nar 6.6 Know how to use figurative language to build up description e.g. everyone charged like a deer pack under threat</i> <i>Nar 6.7 Know how to use complex noun phrases to add detail e.g. The distinctive sapphire ring was slowly removed from her slender hand</i>	Narrative <i>Nar 6.1 Know how to raise intrigue through a well-constructed story</i> <i>Nar 6.2 Know how to précis longer passages</i> <i>Nar 6.3 Know how to set up deliberate ambiguity in the mind of the reader until later in the text (pronouns)</i> <i>Nar 6.4 Know how to use dialogue to move the action on or heighten empathy for central character</i> <i>Nar 6.5 Know how to vary sentence length and type according to purpose</i> <i>Nar 6.6 Know how to use figurative language to build up description e.g. everyone charged like a deer pack under threat</i> <i>Nar 6.7 Know how to use complex noun phrases to add detail e.g. The distinctive sapphire ring was slowly removed from her slender hand</i>	Narrative <i>Nar 6.1 Know how to raise intrigue through a well-constructed story</i> <i>Nar 6.2 Know how to précis longer passages</i> <i>Nar 6.3 Know how to set up deliberate ambiguity in the mind of the reader until later in the text (pronouns)</i> <i>Nar 6.4 Know how to use dialogue to move the action on or heighten empathy for central character</i> <i>Nar 6.5 Know how to vary sentence length and type according to purpose</i> <i>Nar 6.6 Know how to use figurative language to build up description e.g. everyone charged like a deer pack under threat</i> <i>Nar 6.7 Know how to use complex noun phrases to add detail e.g. The distinctive sapphire ring was slowly removed from her slender hand</i> <i>Nar 6.8 Know how to use fronted adverbials to clarify the writer’s position e.g. As a consequence of his selfish actions...</i> <i>Nar 6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally</i>	Narrative <i>Nar 6.1 Know how to raise intrigue through a well-constructed story</i> <i>Nar 6.2 Know how to précis longer passages</i> <i>Nar 6.3 Know how to set up deliberate ambiguity in the mind of the reader until later in the text (pronouns)</i> <i>Nar 6.4 Know how to use dialogue to move the action on or heighten empathy for central character</i> <i>Nar 6.5 Know how to vary sentence length and type according to purpose</i> <i>Nar 6.6 Know how to use figurative language to build up description e.g. everyone charged like a deer pack under threat</i> <i>Nar 6.7 Know how to use complex noun phrases to add detail e.g. The distinctive sapphire ring was slowly removed from her slender hand</i> <i>Nar 6.8 Know how to use fronted adverbials to clarify the writer’s position e.g. As a consequence of his selfish actions...</i> <i>Nar 6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally</i> <i>Nar 6.10 Know how to integrate dialogue in narratives to convey character and advance the action</i> <i>Nar 6.11 Know how to use verb tenses consistently and correctly throughout writing</i>	Recount <i>R6.1 Know how to prioritise information according to importance</i> <i>R6.2 Know how to set up a frame of response for the reply</i> <i>R6.3 Know how to write a well-constructed report which answers the readers’ questions</i> <i>R6.4 Know the impact and think about the response</i> <i>R6.5 Know how to use a range of devices to build cohesion (e.g. conjunctions,) within and across paragraphs</i> <i>R6.6 Know how to vary sentence length and type according to purpose</i> <i>R6.7 Know how to use verb forms with control and precision e.g. It would be regrettable if the wild life funds come to an end</i> <i>R6.8 Know how to use complex noun phrases to add detail e.g. The fragile eggs are slowly removed from the large mother hen</i> <i>R6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally</i>

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P6.9 Know how to use prepositional phrases used cleverly e.g. In the event of a fire... P6.10 Know how to use active and passive voice deliberately to heighten engagement e.g. the café chairs were broken P6.11 Know how to use persuasive statements to change the readers' opinion e.g. you will never need to... P6.12 Know how to use Y6 useful vocabulary e.g. It strikes me that... There is no doubt that I am convinced that It appears In my opinion... Surely only a fool would consider In addition, ... Furthermore Moreover My evidence to support this is On balance... Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible	R6.10 Know how to use prepositional phrases cleverly e.g. In the event of a fire... 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Non Chronological Report NC6.1 Know how to prioritise information according to importance NC6.2 Know how to set up a frame of response for the reply NC6.3 Know how to write a well-constructed report which answers the reader's questions NC6.4 Know the impact and think about the response NC6.5 Know how to vary sentence length and type according to purpose NC6.6 Know how to use verb forms with control and precision e.g. It would be regrettable if the wildlife funds come to an end NC6.7 Know how to use fronted adverbials to clarify writers position e.g. As a consequence of their actions... NC6.8 Know how to use complex noun phrases to add detail e.g. The fragile eggs are slowly removed from the large mother hen NC6.9 Know how to use modifiers to intensify or qualify e.g. insignificant amount, exceptionally NC6.10 Know how to use prepositional phrases cleverly e.g. In the event of a fire... NC6.11 Know how to use active and passive voice deliberately to heighten engagement e.g. The eggs were removed from the beach NC6.12 Know how to distinguish between whether formal or informal language should be used NC6.13 Know how to use Y6 useful vocabulary e.g. They are unusually They are rarely They are never... They are
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