

English Extended Writing							Preferred LWO
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Book 1	Where the Wild things are	Cave Baby	The Journey Home	Leon and the place between	Tar Beach	Beowulf	The Arrival
NC	<p>To be able to talk about their ideas To say, read and begin to write taught phoneme/ graphemes To talk about what they think might happen in a story To represent own ideas, thoughts & feelings through roleplay & stories To begin to segment and blend To safely use and explore a range variety of materials & tools (for writing)</p> <p><u>Phonic coverage</u> RWI Set 1 Sounds phonemes/graphemes 's' 'a' 't' 'p' 'l' 'n' 'd' 'g' 'o'</p>	<p>Capital letters and full stops joining sentences using and joining sentences using but noun phrases simple adjectives to expand nouns sequencing sentences to form short narratives -y for /ee/ sound at end of words Common Exception Words the, a, do, to, today</p>	<p>noun phrases statements questions exclamations commands coordinating conjunctions (and, but, so, or) capital letters full stops questions marks exclamation marks commas in a list simple past tense subheadings -e and -es for plural nouns</p>	<p>Range of sentence types expanded noun phrases adverbs / adverbial phrases Create settings, characters and plot in narrative inverted commas to indicate direct speech question marks pronouns for cohesion consistent use of tense vocab choices for effect modal verbs</p>	<p>modal verbs conjunctions to explain noun phrases expanded with preposition phrases commas to mark clauses apostrophes for contractions possessive apostrophes, inc. for plural nouns tense consistency -ing suffix un- prefix Create settings, characters and plot in narrative</p>	<p>Modal verbs subjunctive form relative clauses abstract noun phrases sentence order adverbial / prepositional phrases use of hyphens dialogue punctuation tense choice for cohesion -ful / -less suffix superlatives dis- / de- / mis- / over- / re prefixes idioms</p>	<p>modal verbs subordinating conjunctions adverbial phrases multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences use of colons brackets for stage directions use of semi-colons inverted commas for speech short sentences for effect change in tense conjunctions / adverbials for cohesion linking across paragraphs</p>
LWOs	<p>Fiction</p> <p>Labels, captions oral retelling of a story</p>	<p>Fiction</p> <p>Version of a story</p> <p>Story sequel or diary</p>	<p>Fiction</p> <p>Fantasy narrative</p> <p>Setting and character description</p>	<p>Fiction</p> <p>Narrative sequel</p> <p>Setting description</p>	<p>Fiction</p> <p>Retelling of a playscript</p> <p>Setting description or narrative poem</p>	<p>Non-fiction</p> <p>Biography</p> <p>Persuasive speech or fact file</p>	<p>Fiction</p> <p>Narrative retelling</p> <p>Character description, letter or diary</p>

Book 2	Bringing the Rain to Kapiti Plain	Naughty Bus	House Held up by Trees	The First Drawing	Varmints	Hidden Figures	Can we save the Tiger?
NC	<p>To say, read and begin to write taught phoneme/ graphemes</p> <p>To write captions, spelling some words correctly and others phonetically plausibly</p> <p>To represent own ideas, thoughts and feelings through music, role-play and stories.</p> <p>To talk about their ideas and speak in a familiar group</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To being to write simple sentences</p> <p>Phonic coverage RWI Set 1 Sounds phonemes/graphemes 'k' 'e' 'u' 'r' 'h' digraph 'ck'</p>	<p>Capital letters and full stops</p> <p>capital letters for proper nouns / I</p> <p>adjectives to describe using and to join ideas</p> <p>sequencing sentences to form short narratives</p> <p>First person naming and spelling the days of the week</p>	<p>questions statements exclamations</p> <p>commands noun phrases</p> <p>subordination (when, after, as, before)</p> <p>question marks exclamation marks</p> <p>present tense</p> <p>write simple, coherent narratives about personal experiences and those of others</p> <p>subheadings</p> <p>-ly adverbs</p>	<p>subordination – because, as, since, if</p> <p>noun phrases expanded with 'with'</p> <p>fronted adverbials</p> <p>exclamation marks</p> <p>question marks</p> <p>inverted commas for speech</p> <p>apostrophes for possession / omission</p> <p>paragraphs around a theme</p>	<p>noun phrases expanded with prepositions</p> <p>adverbials of time</p> <p>range of sentence types conjunctions – when, before, after, as, if/then</p> <p>paragraphs to organise around a theme</p> <p>subheadings</p> <p>imperative verbs</p>	<p>conjunctions to link ideas</p> <p>range of sentence types</p> <p>abstract noun phrases</p> <p>subjunctive form</p> <p>conditional sentences – if</p> <p>fronted adverbials</p> <p>Range of KS2 punctuation</p> <p>parenthesis</p> <p>apostrophes for contraction</p> <p>bullet points to list information</p>	<p>subjunctive form</p> <p>conditional sentences</p> <p>multi-clause sentences</p> <p>subordinating conjunctions</p> <p>preposition phrases</p> <p>expanded noun phrases</p> <p>modal verbs</p> <p>question tags</p> <p>commas to demarcate clauses</p> <p>parenthesis</p> <p>punctuation</p> <p>short sentences for effect</p> <p>adverbial phrases for cohesion</p> <p>dis- / de- / mis- over- / re prefixes</p> <p>figurative language</p> <p>vocabulary appropriate for formal speech</p>
LWOs	<p>Non-fiction</p> <p>Labels, captions simple explanation, retelling</p>	<p>Fiction</p> <p>Narrative retelling</p> <p>Labels and captions</p>	<p>Non-fiction</p> <p>Factual report</p> <p>Explanation text or advertisement</p>	<p>Fiction</p> <p>Own version of narrative</p> <p>Character description, diary or recount</p>	<p>Non-fiction</p> <p>Explanation</p> <p>Instructions or written speech</p>	<p>Non-fiction</p> <p>Non-chronological report</p> <p>Persuasive letter, advert or informal letter</p>	<p>Non-fiction</p> <p>Discussion text</p> <p>Explanation or persuasive speech</p>

Book 3	Look up	Dragon Post	Jim and the Beanstalk	The Tear Thief	Farther	Robot Girl	The Hidden Forest
NC	<p>To speak in a familiar group</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To be able to talk about their ideas</p> <p>To handle equipment and tools effectively, including pencils for writing</p> <p>To be able to spell some words correctly and others phonetically plausibly</p> <p>To be able to talk about how they and others show feelings</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To write simple sentences</p> <p>Phonic coverage Tricky words RWI Set 1 Sounds</p>	<p>Separate words with spaces</p> <p>Joining words and joining clauses using 'and' Co-ordination using 'but'</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Using a capital letter for names of people and the personal pronoun 'I'</p>	<p>coordinating conjunctions (and, but, so, or)</p> <p>adverbials of time</p> <p>noun phrases</p> <p>write simple, coherent narratives about personal experiences and those of others</p> <p>-ly adverbs</p> <p>Rhyming words</p>	<p>noun phrases expanded with 'of' conjunctions – because, if when</p> <p>adverbial phrases</p> <p>apostrophes for possession</p> <p>inverted commas for speech</p> <p>verbs in progressive form present perfect tense</p> <p>paragraphs around a theme</p> <p>simile / metaphor</p>	<p>modal verbs</p> <p>conjunctions to explain questions</p> <p>noun phrases</p> <p>multi-clause sentences</p> <p>prepositions to extend noun phrases – with, for, to adverbial phrases</p> <p>question marks</p> <p>commas after fronted adverbials</p> <p>conjunctions for cohesion</p> <p>present perfect tense</p> <p>Create settings, characters and plot in narrative</p> <p>ing verbs as nouns</p> <p>personification</p>	<p>multi-clause sentences</p> <p>conjunctions to explain / compare</p> <p>relative clauses</p> <p>modal verbs</p> <p>adverbials</p> <p>abstract nouns expanded</p> <p>noun phrases</p> <p>prepositions sentence types verb choices for impact</p> <p>bullet points to list information</p> <p>parenthesis</p> <p>tense choices for cohesion</p> <p>synonyms / antonyms for comparison</p>	<p>Range of noun phrases</p> <p>adverbs / adverbial phrases impact of modal verbs</p> <p>effect range of sentence types</p> <p>parenthesis</p> <p>punctuation</p> <p>adverbial phrases to link across paragraphs</p> <p>layout devices to organise rhetorical devices</p> <p>emotive language</p>
LWOs	<p>Non-fiction</p> <p>Diary, retelling, dictated sentences</p>	<p>Non-fiction</p> <p>Non fiction guide</p> <p>Letter or instructions</p>	<p>Fiction</p> <p>Narrative sequel</p> <p>Retelling or alternative ending</p>	<p>Non-Fiction</p> <p>Newspaper article</p> <p>Persuasive poster or letter of explanation</p>	<p>Fiction</p> <p>Sequel to a story</p> <p>Diary entry or retelling</p>	<p>Fiction</p> <p>Science fiction narrative</p> <p>Setting description or character comparisons</p>	<p>Non-fiction</p> <p>Balanced discussion</p> <p>Non-chronological report</p>

Book 4	I am Henry Finch	Stanley's Stick	Wolves	Cinderella of the Nile	The Baker by the Sea	Firebird	Boy in the Tower
NC	<p>To say, read and begin to write taught phoneme/ graphemes</p> <p>To be able to respond to 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>To be able to talk about their ideas</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>Phonic coverage</p> <p>Tricky words</p> <p>Set 1 sounds j, v, w, y</p>	<p>Capital letters full stops question marks exclamation marks</p> <p>adjectives to describe questions, statements, exclamations</p> <p>use of 'and' to join ideas</p> <p>sequencing sentences to form short narratives</p> <p>-ed suffix for past tense</p> <p>Common Exception Words is, his, friend, school</p>	<p>noun phrases</p> <p>subordination (so that, because, in order to, by) statements</p> <p>questions</p> <p>capital letters full stops question marks</p> <p>subheadings</p> <p>write about real events, recording these simply and clearly</p>	<p>commands</p> <p>conjunctions of time / place / cause</p> <p>expanded noun phrases adverbs of time / place / cause</p> <p>Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</p> <p>present perfect paragraphs around a theme</p> <p>figurative language simile / metaphor</p> <p>abstract nouns</p> <p>-ment / -ness suffix</p> <p>imperative verbs</p>	<p>subordinating conjunctions range of sentence types</p> <p>expanded noun phrases fronted adverbials</p> <p>modal verbs</p> <p>question marks</p> <p>exclamation marks</p> <p>commas after fronted adverbials</p> <p>paragraphs to organise around a theme</p> <p>subheadings</p> <p>imperative verbs</p> <p>alliteration</p> <p>-ly suffix</p> <p>similes</p>	<p>Synonyms/antonyms</p> <p>Suffixes ate, ise, ify</p> <p>Noun phrases expanded with prepositions</p> <p>Subjunctive form</p> <p>Multi clause sentences</p> <p>Modal verbs</p> <p>Subordinating conjunctions</p> <p>Commas after fronted adverbials</p> <p>Past perfect tense</p> <p>Progressive verbs</p> <p>Tense for cohesion</p>	<p>range of sentence types modal verbs</p> <p>conjunctions to justify</p> <p>relative clauses</p> <p>passive voice</p> <p>adverbials / reporting clauses</p> <p>parenthesis</p> <p>punctuation use of hyphen (hyphenated adjectives)</p> <p>Adverbials for cohesion</p> <p>ment / -ness / -tion</p> <p>suffixes</p> <p>-cious suffix</p> <p>abstract / common nouns technical, formal vocabulary</p>
LWOs	<p>Fiction</p> <p>Signs, labels and captions, thought bubbles, invitation, letter</p>	<p>Fiction</p> <p>Own version of narrative</p> <p>Postcard or speech bubbles</p>	<p>Non-fiction</p> <p>Non-chronological leaflet</p> <p>Information text</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Diary entry or character description</p>	<p>Non-fiction</p> <p>Tourist brochure</p> <p>Letter or advertisement</p>	<p>Fiction</p> <p>A fairy tale narrative</p> <p>Retelling or character description</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Retelling, character description or diary entry</p>

Book 5	Little Red	The Odd Egg	The Bear and the Piano	The Tin Forest	The Selfish Giant	Freedom Bird	The Invention of Hugo Cabret (Suffragette 26/27)
NC	<p>To use phonic knowledge to write words</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear</p> <p>To represent own ideas, thoughts and feelings through roleplay</p> <p>To safely use and explore a range of materials, tools and techniques (for writing)</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>Phonic coverage RWI - Application of Set 1 Sounds (Revision)</p>	<p>adjectives to describe feelings</p> <p>noun phrases</p> <p>use of 'and' to join ideas</p> <p>capital letters and full stops</p> <p>exclamation marks</p> <p>question marks</p> <p>First person</p> <p>-est suffix</p> <p>un- prefix</p> <p>Common Exception</p> <p>Words put, push, pull, full</p>	<p>questions statements</p> <p>subordination (because, as)</p> <p>coordination (and, or, but) expanded noun phrases</p> <p>adverbials of time</p> <p>Question marks</p> <p>apostrophes for contractions</p> <p>commas in lists</p> <p>simple past -ed</p> <p>present tense verbs</p> <p>past and present progressive</p> <p>Modal verbs – could, would, should</p> <p>Alliteration</p>	<p>expanded noun phrases with 'with'</p> <p>range of sentence types</p> <p>subordinating conjunctions – although, whilst, because, since</p> <p>modal verbs</p> <p>preposition phrases</p> <p>question marks</p> <p>exclamation marks</p> <p>past perfect tense</p> <p>future tense</p> <p>paragraphs to group material</p> <p>headings</p> <p>alliteration</p>	<p>noun phrases</p> <p>expanded with preposition phrases</p> <p>conjunctions to explain – because, as, since, so</p> <p>contrasting conjunctions – while, despite, although</p> <p>range of sentence types</p> <p>inverted commas for speech</p> <p>commas after fronted adverbials</p> <p>Uses varied and rich vocabulary to add detail and engage the reader</p> <p>Create settings, characters and plot in narrative</p> <p>-ness / -ment suffix</p> <p>simile / metaphor</p> <p>personification</p> <p>-sion suffix *</p>	<p>subordinating conjunctions</p> <p>modal verbs</p> <p>relative clauses</p> <p>multi-clause sentences</p> <p>adverbs / adverbial phrases</p> <p>difference between formal / informal structures</p> <p>dialogue punctuation</p> <p>bullet points to list information</p> <p>figurative language</p> <p>dialogue to advance action</p> <p>progressive tense</p> <p>adverbials to link ideas</p> <p>paragraphs to organise around a theme</p> <p>cohesive devices</p>	<p>Emotive language</p> <p>Informal speech</p> <p>Question tags</p> <p>Relative pronouns</p> <p>Passive voice</p> <p>Adverbs for possibility</p> <p>Adverbial phrases</p> <p>Model verbs</p> <p>Subjunctive mood</p> <p>Bullet points to list information</p>
LWOs	<p>Fiction</p> <p>Labels, notes and an advert</p>	<p>Non-fiction</p> <p>Non fiction report</p> <p>Letter</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Retelling or character thought bubbles</p>	<p>Non-fiction</p> <p>Persuasive information leaflet</p> <p>Postcard or persuasive poster</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Diary</p>	<p>Non-fiction</p> <p>Biography</p> <p>Recount, explanation or letter of advice</p>	<p>Non-fiction</p> <p>Biography</p> <p>Speech or discussion text</p>

Book 6	The Tiny Seed	Beegu	The Bear under the stairs	The Pied Piper of Hamelin	Until I met Dudley	The Lost Thing	Paradise Sands
NC	<p>To say, read and begin to write taught phoneme/ graphemes</p> <p>To be able to talk about their ideas</p> <p>To handle equipment and tools effectively (for writing)</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To be able to write simple sentences that can be read by themselves and others</p> <p>To develop own explanations by connecting ideas or events</p> <p>To use phonic knowledge to write words (taught digraphs)</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>Phonic coverage RWI Set 2 and 3 Sounds Words using the digraph 'ai' 'ee' 'igh' 'oa' 'oi' 'oo' 'ow'</p>	<p>questions and statements use of and adjectives to describe imperative verbs capital letters and full stops</p> <p>Use of pronouns sequencing sentences to form short narrative -ing suffix</p>	<p>statements questions exclamations commands coordination (and, but, or) adverbials of time</p> <p>full stops capital letters questions marks exclamation marks homophones graphemes for phoneme / air</p> <p>write about real events, recording these simply and clearly</p>	<p>noun phrases with 'of' conjunctions – as, because, but, although, so , if</p> <p>adverbial phrase heading / subheadings to organise pronouns to avoid repetition paragraphs to group material word classes adverbs with -ly -sion / -tion suffix modal verbs</p>	<p>prepositions to explain – for, with conjunctions modal verbs multi-clause sentences adverbials of time relative clauses question marks commas to mark clauses possessive apostrophe technical vocabulary differences in formal / informal vocabulary plural and possessive -s</p>	<p>multi-clause sentences subordinating conjunctions subjunctive form modal verbs range of sentence types relative clauses pronouns noun phrases expanded with prepositions Range of KS2 punctuation Parenthesis paragraphs to organise around a theme past progressive tense Shifts in formality Synonyms and antonyms for effect</p>	<p>modal verbs coordinating conjunctions subordinating conjunctions expanded noun phrases adverbs / adverbial phrases passive voice relative clauses dialogue punctuation apostrophes for contraction Range of KS2 punctuation layout devices – headings, subheadings, paragraphs consistent tense for cohesion figurative language differences in vocabulary for formal / informal writing</p>
LWOs	<p>Non-fiction</p> <p>Labels, captions, retelling, letter</p>	<p>Fiction</p> <p>Own version of narrative</p> <p>Character description, setting description</p>	<p>Non-fiction</p> <p>Non-chronological report</p>	<p>Fiction</p> <p>Own version myth/legend</p>	<p>Non-fiction</p> <p>Explanation text</p> <p>Explanation poster</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Setting description, character description or diary entry</p>	<p>Fiction</p> <p>Narrative prequel</p> <p>Diary</p>

Book 7	Super Milly	Iggy Pech Architect	Tadpoles Promise	The Last Garden	Weslandia	The man who walked between the towers	The Last Wild
NC	<p>To express their ideas and feelings about their experiences using full sentences</p> <p>To be able to write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>To role play characters in narratives and stories</p> <p>To anticipate – where appropriate – key events in stories</p> <p>To demonstrate understanding of what has been read to them</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>To write simple phrases and sentences that can be read by others.</p> <p>To perform with others</p> <p>Phonic coverage Say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>Conjunction and to join sentences</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Capital letters and full stops</p> <p>Capital letters for names</p> <p>Present tense</p> <p>-est suffix</p> <p>-er suffix</p> <p>Common Exception</p> <p>Words he, she, we, was, here, school</p>	<p>adverbials of time*</p> <p>noun phrases</p> <p>adverbial phrases*</p> <p>subordination (because, so that)</p> <p>possessive apostrophes</p> <p>apostrophes for contraction</p> <p>intro to inverted commas for speech</p> <p>verb choices</p> <p>sequencing sentences in chronological order</p> <p>alliteration</p>	<p>noun phrases with 'of'</p> <p>subordinating conjunctions</p> <p>subordinate clauses</p> <p>prepositions – before / after</p> <p>adverbials of time</p> <p>possessive apostrophe</p> <p>inverted commas for speech</p> <p>apostrophes for contraction</p> <p>present perfect</p> <p>paragraphs to group material</p> <p>Create settings, characters and plot in narrative</p> <p>ful / -less suffix</p> <p>adverbs with -ly</p> <p>superlatives -est</p>	<p>adverbial phrases</p> <p>causal conjunctions</p> <p>multi-clause sentences</p> <p>fronted adverbials</p> <p>commas after fronted adverbials</p> <p>question marks</p> <p>paragraphs to organise around a theme</p>	<p>Conjunctions to explain</p> <p>range of sentence types</p> <p>multi-clause sentences</p> <p>expanded noun phrases</p> <p>relative clauses</p> <p>formal adverbials of time and place</p> <p>modal verbs</p> <p>apostrophes for contraction</p> <p>use of colons</p> <p>dialogue punctuation</p> <p>subheadings</p> <p>pronouns to avoid repetition</p> <p>present perfect tense</p> <p>choice for cohesion</p> <p>paragraphs to organise around a theme</p>	<p>Range of sentence types</p> <p>noun / prepositional phrases</p> <p>conjunctions to explain</p> <p>relative clauses</p> <p>omission of relative pronoun</p> <p>passive voice</p> <p>range of noun phrase</p> <p>subjunctive mood</p> <p>modal verbs</p> <p>parenthesis</p> <p>punctuation dialogue</p> <p>punctuation use of colons / semi-colons</p> <p>ellipsis</p> <p>layout conventions – news report</p> <p>short sentences for effect</p> <p>range of past tense constructions</p> <p>simple / perfect / progressive</p> <p>repetition to link across paragraphs</p> <p>-tious / -cious suffixes</p> <p>abstract nouns</p>
LWOs	<p>Fiction</p> <p>Letters, retelling, song lyrics</p>	<p>Non-fiction</p> <p>Fact file</p> <p>Labels, setting description, poster</p>	<p>Fiction</p> <p>Story</p> <p>Setting description or thought bubbles for characters</p>	<p>Fiction</p> <p>Own version narrative</p> <p>Recount or setting description</p>	<p>Non-fiction</p> <p>Non-chronological report</p> <p>Review</p>	<p>Fiction</p> <p>Own version of a legend</p> <p>Character description, setting description or diary entry</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Retelling, character description or diary</p>

Book 8	The Extraordinary Gardener	Yeti and the Bird	The Owl and the pussycat	Escape from Pompei	Matchbox Diary	Anne Frank	Three Little Pigs Project
NC	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Invent stories (with peers/teacher)</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Phonic coverage</p> <p>Application of Set 1 and 2 sound</p>	<p>Capital letters and full stops</p> <p>Adjectives to describe</p> <p>Conjunction and to join sentences</p> <p>Sequence sentences to form short narratives</p> <p>-est</p> <p>-er suffix</p> <p>Common Exception</p> <p>Words friend, says, your, some</p>	<p>subordination (when, if, that, because)</p> <p>noun phrases</p> <p>statements questions</p> <p>commands</p> <p>apostrophes for contractions capital letters – functions</p> <p>question marks</p> <p>past progressive verb agreement</p> <p>-ful and -less</p> <p>adjectives</p> <p>-ly adverbs</p> <p>un- prefix</p> <p>rhyming words / syllables</p>	<p>statements / questions preposition phrases conjunctions – because, since, if when expanded noun phrases</p> <p>adverbial phrases</p> <p>question marks</p> <p>plural / possessive</p> <p>apostrophes</p> <p>inverted commas for speech</p> <p>present progressive</p> <p>headings / headlines</p> <p>paragraphs for chronology</p> <p>adverbs with -ly</p> <p>modal verbs</p>	<p>modal verbs subordinating conjunctions</p> <p>comparative conjunctions / adverbs</p> <p>expanded noun phrases multi-clause sentences</p> <p>inverted commas for speech other punctuation</p> <p>commas to separate clauses apostrophes for contraction</p> <p>paragraphs to organise around a theme conjunctions for cohesion</p> <p>subheadings</p> <p>correct use of a and an</p> <p>homophones</p>	<p>modal verbs + contractions range of sentence types expanded noun phrases relative clauses</p> <p>adverbial phrases</p> <p>passive voice</p> <p>apostrophes for contractions brackets for parenthesis dialogue</p> <p>punctuation commas for clarity</p> <p>use of single dash</p> <p>adverbials to link ideas</p> <p>difference between vocabulary for formal / informal speech</p> <p>idioms</p>	<p>structures for formal/informal speech relative clauses</p> <p>multi-clause sentences</p> <p>passive voice</p> <p>parentheses</p> <p>punctuation use of hyphen (hyphenated adjectives)</p> <p>short sentences</p> <p>controlled repetition for effect</p> <p>differences in vocabulary for formal /informal</p> <p>writing language of bias</p>
LWOs	<p>Fiction</p> <p>Labels, letters, narrative, instructions</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Postcard, character description</p>	<p>Poetry</p> <p>Rhyming poem</p>	<p>Non-fiction</p> <p>Newspaper report</p> <p>Letter</p>	<p>Non-fiction</p> <p>Biography</p> <p>Fact file</p>	<p>Non-fiction</p> <p>Newspaper article</p> <p>Letter</p>	<p>Non-fiction</p> <p>Letter</p> <p>Non-chronological report or journalistic writing</p>

Book 9	Oi Frog	I want my Hat Back	The Dragon Machine	Flotsam	Frindleswyld	High Rise Mystery	Grimm Tales for Young and Old
NC	<p>To use phonic knowledge to write words</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant questions</p> <p>To be able to spell some words correctly and others phonetically plausibly</p> <p>To begin to identify, read and write words containing split vowel digraphs</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To be able to choose the resources they need for their chosen activities</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>Phonic coverage</p> <p>Identify, read and write words containing split vowel digraphs</p>	<p>Capital letters and full stops</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Conjunction and to join sentences</p> <p>Sequence sentences to form short narratives</p> <p>-ing suffix</p> <p>un- prefix</p>	<p>simple prepositions</p> <p>coordination (and, but, or) subordination (because, when, if, that)</p> <p>commands</p> <p>statements questions</p> <p>expanded noun phrases</p> <p>adverbials of time</p> <p>question marks</p> <p>commas in lists</p> <p>simple past -ed</p> <p>un- prefix</p> <p>modal verbs – could, should, would</p> <p>-ment / -ness suffix</p> <p>write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	<p>conjunctions - but, so</p> <p>* conjunctions of time and cause – because, as, since</p> <p>adverbial phrases</p> <p>expanded noun phrases</p> <p>prepositions – of, with, through, around, on</p> <p>paragraphs to group material</p> <p>pronouns to avoid repetition</p> <p>-sub prefix</p>	<p>Similes</p> <p>Personification</p> <p>Conjunctions to justify</p> <p>Expanded noun phrases</p> <p>Modal verbs</p> <p>Fronted adverbials</p> <p>Inverted commas for speech</p> <p>Other speech punctuation</p> <p>commas after fronted adverbials</p> <p>Adverbials for cohesion</p> <p>Paragraphs to organise around a theme</p> <p>Pronouns to avoid repetition</p>	<p>conjunctions to justify</p> <p>order of clauses</p> <p>passive voice</p> <p>command sentences</p> <p>adverbial phrases</p> <p>relative clauses</p> <p>subjunctive form</p> <p>fronted adverbials</p> <p>parentheses punctuation</p> <p>dialogue punctuation</p> <p>short sentences</p> <p>formal speech vocabulary</p> <p>tense choice for cohesion</p>	<p>modal verbs</p> <p>fronted adverbials</p> <p>relative clauses</p> <p>omitted pronouns</p> <p>dialogue punctuation</p> <p>commas for clarity</p> <p>adverbials for cohesion</p> <p>genre specific language determiners /articles</p> <p>-ful suffix</p>
LWOs	<p>Fiction</p> <p>Rhyming, labels and captions, poster</p>	<p>Fiction</p> <p>Narrative sequel</p> <p>Speech bubbles</p>	<p>Non-fiction</p> <p>Persuasive letter</p> <p>Information report, factfile or poster</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Diary entry or setting description</p>	<p>Fiction</p> <p>Narrative sequel</p> <p>Setting description or dialogue</p>	<p>Fiction</p> <p>Extended narrative</p> <p>Character description or setting description</p>	<p>Fiction</p> <p>Own version of a traditional tale</p> <p>Retelling or character description</p>

Book 10	The Night Pirates	Dinosaurs and all that rubbish	Rosie Revere Engineer	Cloud Tea Monkeys	Shackleton's Journey	Kasper Prince of Cats	Windrush Child
NC	<p>To use phonic knowledge to write words</p> <p>To listen to stories, accurately anticipating key events</p> <p>To talk about their ideas</p> <p>To begin to identify, read and write words containing split vowel digraphs</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>Phonic coverage</p> <p>RWI – Set 2 and 3 sounds</p> <p>th r – controlled vowels</p> <p>ar, or, ur digraphs /er/ and /ow/ trigraphs /air/ /ear/ and /ure/ digraph /oi/</p>	<p>Noun phrases</p> <p>Adjectives to describe</p> <p>Conjunction and to join sentences</p> <p>Subheadings</p> <p>Suffix -ing</p> <p>Superlative -est</p> <p>Common Exception</p> <p>Words so, of, by, go</p>	<p>subordination adverbs of time</p> <p>expanded noun phrases statements exclamations</p> <p>commands questions prepositions</p> <p>exclamation marks</p> <p>questions marks</p> <p>commas in lists</p> <p>capital letters for proper nouns</p> <p>present tense</p> <p>-est suffix</p> <p>-ful suffix</p> <p>technical vocabulary</p>	<p>expanded noun phrases prepositions</p> <p>conjunctions of time / place / cause</p> <p>Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</p> <p>present perfect headings and subheadings</p> <p>paragraphs to group material</p> <p>use forms of a or an</p> <p>imperative verbs</p> <p>homophones</p>	<p>questions</p> <p>conjunctions</p> <p>adverbial phrases</p> <p>fronted adverbials</p> <p>question marks</p> <p>inverted commas for speech other speech punctuation</p> <p>present perfect tense subheadings</p> <p>-ous suffix</p>	<p>expanded noun phrases</p> <p>subordinate clauses</p> <p>multi-clause sentences</p> <p>modal verbs</p> <p>passive voice</p> <p>commas for clauses</p> <p>commas to clarify</p> <p>bullet points to list information</p> <p>perfect tense</p> <p>conjunctions/adverbials for cohesion</p> <p>-cious / -ous suffix</p> <p>comparatives / superlatives</p>	<p>contrasting / explanatory</p> <p>conjunctions</p> <p>modal verbs</p> <p>range of sentence types multi-clause sentences order of clauses</p> <p>relative clauses</p> <p>pronouns</p> <p>subjunctive mood</p> <p>apostrophes for contractions commas for clarity</p> <p>bullet points to list information</p> <p>repetition for effect (poetry) wider range of cohesive devices</p> <p>ty / -sion / -tion</p> <p>suffixes synonyms to avoid repetition</p> <p>vocabulary appropriate for formal speech</p>
LWOs	<p>Non-fiction</p> <p>Letters, labels, captions, non-fiction guide</p>	<p>Non-fiction</p> <p>Information booklet</p> <p>Instructions, poster</p>	<p>Non-fiction</p> <p>Explanation text</p> <p>Letter of advice or advertisement</p>	<p>Non-fiction</p> <p>Non-chronological report</p> <p>Letter or how to guide</p>	<p>Non-fiction</p> <p>Newspaper report</p> <p>Letter or interview</p>	<p>Non-fiction</p> <p>Newspaper article</p> <p>Information report or advertising leaflet</p>	<p>Non-fiction</p> <p>Persuasive speech</p> <p>Letter of advice</p>

Book 11	And Tango Makes Three	Lost and Found	Ocean Meets Sky	Our Tower	The Lion, the witch and the wardrobe	Curiosity	Some Places more than others
NC	<p>To talk about their ideas To express their ideas and feelings about their experiences using full sentences To develop own narratives and explanations by connecting ideas or events To use phonic knowledge to spell regular words Write recognisable letters, most of which are correctly formed Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases To invent, adapt and recount narratives and stories with peers and their teacher To spell some words correctly and others phonetically plausibly To develop own narratives by connecting ideas or events Write simple phrases and sentences that can be read by others</p> <p><u>Phonic coverage</u> Application of set 2 and 3 sounds</p>	<p>Noun phrases Correct tense (past/present) Adjectives to describe Conjunctions and/but to join sentences Question marks Sequence sentences to form short narratives Subheadings -ful suffix -ness suffix -er/est suffix -ed suffix Common Exception Words once, one, ask, come, some</p>	<p>coordination (and) subordination (because) noun phrases simple prepositions commands exclamations questions adverbials of time commas in lists exclamation marks question marks present tense verbs simple past -ed write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	<p>prepositions – in, of expanded noun phrases range of sentence types conjunctions - but, although, before, after, while adverbials of time inverted commas for speech apostrophes for contraction present perfect simple past tense paragraphs around a theme Create settings, characters and plot in narrative</p>	<p>relative clauses modal verbs expanded noun phrases questions subordinating conjunctions commas for clauses question marks inverted commas for speech Create settings, characters and plot in narrative</p>	<p>modal verbs multi-clause sentences relative clauses adverbial phrases sentence order passive voice expanded noun phrases commas for clauses use of single dash progressive verb forms adverbials for cohesion differences in formality of language -er / -or suffix</p>	<p>conjunctions to explain question tags adverbial phrases range of noun phrases modifying adverbs apostrophes for contraction use of colons / semi-colons future tense similes metaphors alliteration</p>
LWOs	<p>Fiction</p> <p>Labels, signs, lists, letter and card</p>	<p>Fiction</p> <p>Narrative own version</p> <p>Retelling, character description</p>	<p>Fiction</p> <p>Own version of a narrative</p> <p>Diary entry, fantasy setting description or postcard</p>	<p>Fiction</p> <p>Own narrative</p> <p>Diary or setting description</p>	<p>Fiction</p> <p>Own version of narrative</p> <p>Imaginary setting description or narrative poem</p>	<p>Non-fiction</p> <p>Expanded explanation</p> <p>News report</p>	<p>Non-fiction</p> <p>Biography</p> <p>Instructions</p>

Book 12	So Much!	Billy and the Beast	A Walk in London	Jim a cautionary Tale	Mermaid of Zennor	The Lost Happy Endings	The Tempest
NC	<p>To be able to read and write some common exception words (eg he, she, me, I, we)</p> <p>To represent own ideas, thoughts and feelings through role-play and stories</p> <p>To speak in a familiar group</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Phonic coverage</p> <p>Adjacent consonant blends e.g 'sp' 'cr' 'bl' 'sc'</p>	<p>Adjectives to describe</p> <p>Simple noun phrases</p> <p>Conjunctions to join sentences (and)</p> <p>Introduction to but/because</p> <p>capital letters and full stops</p> <p>capital letters for proper nouns / names</p> <p>full stops question marks</p> <p>Sequence sentences to form short narratives</p> <p>-ed suffix</p> <p>-ful suffix</p> <p>-less suffix</p> <p>Singular plural s/es</p> <p>Common Exception</p> <p>Words you, they, are, she, her, there, where</p>	<p>questions commands exclamations</p> <p>expanded noun phrases prepositions</p> <p>subordination (because, if)</p> <p>adverbials of time</p> <p>capital letters for proper nouns</p> <p>question marks</p> <p>exclamation mark</p> <p>consistent present tense regular / irregular past tense verbs</p> <p>first/second person</p> <p>paragraphs to group subheadings</p> <p>imperative verbs -ful /-less suffix -ment / -ness suffix</p> <p>-est suffix</p>	<p>range of sentence types adverbial phrases</p> <p>question marks</p> <p>exclamation mark</p> <p>rhyming couplets</p> <p>present progressive verb forms</p> <p>simple past tense</p> <p>rhyming words</p> <p>-ly adverbs</p>	<p>Plural and possessive 's'</p> <p>Conjunctions to explain</p> <p>Order of clauses</p> <p>Adverbial phrases</p> <p>Expanded noun phrases</p> <p>Commas after fronted adverbials</p> <p>Possessive apostrophes</p> <p>Plural nouns</p> <p>Inverted commas for direct speech</p> <p>Present perfect tense</p> <p>Use of pronouns to avoid repetition</p> <p>Paragraphs to organise information around a theme</p> <p>Subheadings</p>	<p>abstract noun phrases</p> <p>subjunctive form</p> <p>adverbs / adverbial phrases</p> <p>dialogue punctuation</p> <p>commas to clarify meaning</p> <p>adverbial phrases to link ideas</p> <p>cohesive devices to move time /place /action</p> <p>synonyms / antonyms</p> <p>figurative language</p>	<p>TAFs – what are the gaps, plan as Y6 objectives that are required</p>
LWOs	<p>Poetry</p> <p>Series of sentences, performance of poetry</p>	<p>Fiction</p> <p>Own version of narrative</p> <p>Character description</p>	<p>Non-fiction</p> <p>Guidebook</p> <p>Postcard or persuasive poster</p>	<p>Poetry</p> <p>Narrative poem</p>	<p>Non-fiction</p> <p>Tourist Guide</p> <p>Information booklet or letter</p>	<p>Fiction</p> <p>Prequel</p> <p>Diary entry or narrative poem</p>	<p>Non fiction – Shakespeare</p> <p>Playscript</p> <p>Dialogue or diary entry</p>