



INSPIRE
Partnership Multi-Academy Trust

There are three core modalities underpinning the discipline of English:

- Reading
- Writing
- Spoken language

Intent

'English has a preeminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.' -The National Curriculum.

The principle aim for English in the national curriculum is to promote ambitious standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- Use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

English Curriculum Aims and Overview

We take the National Curriculum statements and supplement them with an ambitious, progressive model for the teaching of all aspects of writing. Ambition is the fundamental thread on which we have built our curriculum as we aim to build a community of writers across our schools where opportunities to write are plentiful and purposeful. In this intent, we have specified the skills needed to develop our children into real-world writers as we know that a high-quality English education plays a key role in preparing our children for communicating effectively with a wide range of purposes and audiences. These purposes and audiences, exemplified in our progression grid, enable children to understand the form that their writing must take and importantly, their reason for writing. We know that effective writing can be a powerful tool for representation, visibility, social and cultural change. Therefore, we have codified the linguistic conventions for writing to ensure a fair and equitable writing education for all.

Our primary focus is the development of composition and transcriptional fluidity. Transcription skills cover the technical aspects of writing including handwriting techniques and spelling. This is built on the comprehensive scheme of phonics that is currently in place across the trust. Transcriptional fluidity is the primary goal of this writing curriculum and provides children with specific skills at the sentence-level to ensure semantic and syntactic sense in their writing (Young & Ferguson 2022). For developing writers, sentence craft is fundamental to the writing process, the cognitive load involved in writing increases as children progress through the key stages and research has proven that when teachers provide children with support in carrying out these processes, the quality of what is written improves (Graham, Kiuvara, et al., 2012).

Spoken Language

"By writing we speak with greater accuracy and by speaking we write with greater ease." Quintilian.

Spoken language is the foundation life skill that underpins good literacy skills. Language skills support both aspects in the Simple View of Reading (Gough and Tunmer 1986) Spoken language is a key component in all learning and a key lever in raising attainment for all children and young people. The most important factor in reaching the expected levels in English and maths at seven is children's language skills at age five.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.						Debate

The Inspire English Progress Model

Audience and Purpose

Note: The word audience comes from the Latin 'to hear'. Audience doesn't just mean the people listening to a concert or play, it can also mean the readers of a piece of writing. Targeting your audience means to make sure that what you write appeals to the reader or listener. The purpose for a piece of writing identifies the reason you write a particular document. Basically, the purpose of a piece of writing answers the question "Why?".

The genres of writing are exemplified below with suggested activities for each genre. We recommend a balance of text types and styles are used within your long-term plans- at least one text from each area is recommended for coverage in each year group.

*Autocue activity in year 6 is suggested based on recent feedback from moderation and is a move away from the traditional newspaper report.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See Trust EYFS Curriculum	<ol style="list-style-type: none"> Writing to entertain- <ul style="list-style-type: none"> sequence events retelling a traditional tale Writing to persuade- <ul style="list-style-type: none"> post card Writing to inform <ul style="list-style-type: none"> wanted poster character description instructions 	<ol style="list-style-type: none"> Writing to entertain-- <ul style="list-style-type: none"> retelling an alternative tale. riddles Writing to persuade- <ul style="list-style-type: none"> letter Writing to inform- <ul style="list-style-type: none"> instructions trip recount Setting description non-chronological report 	<ol style="list-style-type: none"> Writing to entertain- <ul style="list-style-type: none"> narratives poetry script (podcast, news report, play etc) Writing to persuade- <ul style="list-style-type: none"> Holiday brochure Writing to inform- explanation text non-chronological report Diary entries letter 	<ol style="list-style-type: none"> Writing to entertain <ul style="list-style-type: none"> narratives poetry script (podcast, news report, play etc.) Writing to persuade <ul style="list-style-type: none"> Holiday brochure persuasive poetry Writing to inform <ul style="list-style-type: none"> explanation text non-chronological report Diary entries letter 	<ol style="list-style-type: none"> Writing to entertain- <ul style="list-style-type: none"> Diary Setting Character descriptions, <ul style="list-style-type: none"> Speeches (narrative) Prologue Suspense Writing to persuade- <ul style="list-style-type: none"> Letter, Persuasive speech (diversity/issues link), Leaflets. Writing to inform- <ul style="list-style-type: none"> Non-chronological Report Biographies Writing to discuss- <ul style="list-style-type: none"> Balanced argument 	<ol style="list-style-type: none"> Writing to entertain- <ul style="list-style-type: none"> Diary Setting Character descriptions Speeches(narrative) Prologue Suspense Writing to persuade- <ul style="list-style-type: none"> Letter Persuasive speech (diversity link) Leaflets Writing to inform- <ul style="list-style-type: none"> Non-chronological report Autocue script (Trevor McDonald).* Biographies. Writing to discuss- <ul style="list-style-type: none"> Balanced argument

			<p>They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books</p>	<ul style="list-style-type: none"> • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. <p>.</p> <p>Re-read and rehearse poems and plays for presentation and performance</p> <p>Discuss language, including vocabulary,</p> <p>Identify meaning and origin of words.</p> <p>use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p> <p>preparing poems and play scripts to read aloud and to perform, showing</p> <p>understanding through intonation, tone, volume and action</p> <p>build on what they have learnt, particularly in terms of the range of</p> <p>their writing and the more varied grammar, vocabulary and narrative structures from which</p> <p>they can draw to express their ideas</p>	<ul style="list-style-type: none"> • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. 		<p>TA Framework – appropriate form etc.</p>
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		English - Appendix 2: Vocabulary, grammar and punctuation: Detail of content to be introduced (statutory requirement)							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Personal Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	Handwriting <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their 		<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding 		

		<p>Writing: • Write recognisable letters, most of which are correctly formed.</p> <p>Write some letters accurately.</p>		<p>direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters. <p>WTS: • form lower-case letters in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. <p>EXS: • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS: • use the diagonal and horizontal strokes needed to join some letters.</p>	<p>handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>		<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task. <p>WTS: write legibly.</p> <p>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</p> <p>EXS: maintain legibility in joined handwriting when writing at speed.</p> <p>The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</p>	
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<p style="text-align: center;">Communication and Language</p>	<p style="text-align: center;">Listening, Attention & Understanding</p>	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Word</p>	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) (–ing, –ed, –er and –est) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].

	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, <p>with modelling and support from their teacher.</p>	Sentence	<ul style="list-style-type: none"> Leave spaces between words How words can combine to make sentences Joining words and joining clauses using and Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Simple noun phrases using size adjectives (e.g. big, small, enormous) and emotion adjectives (e.g. sad, angry, cross, happy) in stories</p>	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
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		<p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs used to start instruction or persuasion sentences e.g. spread, slice, cut, buy, look, admire</p> <p>Sentences do not include pronouns and are written Impersonally</p> <p>2A sentences</p> <p>2A sentences have 2 adjectives before a noun:</p> <p>The princess kissed the grotesque, warty frog.</p>	<p>Understand that a main clause contains a noun and a verb, making sense on its own without further information.</p> <p>4A sentences</p> <p>A pair of adjectives used to describe a noun</p> <p>followed by another pair of adjectives to describe another noun in the sentence. E.g. The fierce, majestic eagle soared through the clear, blue sky.</p> <p>BOBS or BOYS -</p> <p>But, Or, Because, So</p> <p>But, Or, Yet, So</p> <p>Two part sentence – first part can be ended with a comma and second part begins with a co-ordinating conjunction</p> <p>e.g. The princess was intelligent, but she was cruel.</p> <p>The king was rich, yet he was lonely.</p> <p>Power of 3:</p> <p>He leaped from his horse, charged to the gate and raised his sword.</p> <p>List sentences</p>	<p>consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.</p> <p>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>composing and rehearsing sentences orally (including dialogue), progressively</p> <p>building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p> <p>[for example, in writing dialogue for characters].</p> <p>Verb, person sentence</p> <p>These sentences start with a verb, followed by a comma, and then the name of a person or pronoun along with the rest of the sentence.</p> <p>Flying, John had always been terrified of it.</p> <p>Trembling, he fled from the beast.</p> <p>3 ed. sentences</p> <p>3_ed sentences begin with 3 related adjectives (each of which end in</p>	<p>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>composing and rehearsing sentences orally (including dialogue), progressively</p> <p>building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p> <p>[for example, in writing dialogue for characters].</p> <p>Verb, person sentence</p> <p>These sentences start with a verb, followed by a comma, and then the name of a person or pronoun along with the rest of the sentence.</p> <p>Flying, John had always been terrified of it.</p> <p>Trembling, he fled from the beast.</p> <p>3 ed. sentences</p> <p>3_ed sentences begin with 3 related adjectives (each of which end in</p>	<p>Outside (inside) / O (i)</p> <p>O.(i.) OR Outside: Inside sentences</p> <p>Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings)</p> <p>Bracketed sentence shows viewpoint.</p> <p>Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc.</p> <p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>3 bad – (dash) question sentences</p> <p>Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic.</p> <p>Thirst, heatstroke, exhaustion – which would kill him first?</p> <p>P.C. sentences (paired conjunctions)</p> <p>Some words demand a second second word in</p>	<p>Irony sentences</p> <p>Deliberately overstates how good or bad something is. The overstated word (such as Wonderful) is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced.</p> <p>Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.</p> <p>Our 'luxury' hotel turned out to be a farm outbuilding.</p> <p>Last word, first word (yoked)</p> <p>This is made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with. (Almost identical to an ad, same ad) Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.</p> <p>if, if, if, then sentences</p> <p>if, if, if, then sentences are made up of 3 separate parts:</p> <p>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</p> <p>If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.</p> <p>Imagine 3 examples:</p> <p>These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed</p>
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				<p>No less than three and no more than four adjectives</p> <p>before the noun. Can be very dramatic when combined with alliteration:</p> <p>It was a dark, long, leafy lane.</p> <p>Use simple adverbs</p> <p>e.g. slowly, quickly to begin sentences</p> <p>Use simple noun phrases within sentences e.g. long stick.</p> <p>Complex sentences using when, if, that, because</p> <p>and co-ordination (using or, yet, for, nor)</p>	<p><u>The more, the more sentences</u></p> <p>The first more should be followed by an emotive/emotion word and the second more should be followed by a related emotion/action.</p> <p>Provide a list of human emotions to support.</p> <p>When grasped introduce The less, the less sentence</p> <p>e.g. The more upset she was, the more her tears flowed</p> <p>The more confident she became, the more talkative she seemed to be.</p> <p>The less happy he became, the less likely he was to smile</p> <p><u>Double ly ending sentences</u></p> <p>Double ly ending sentences end with two adverbs of manner to add precision to the sentence, after a verb.</p> <p>He swam slowly and cautiously.</p> <p>She searched frantically and determinedly.</p> <p>Can be switched the start in appropriate genres: Joyfully and purposefully, they hurried along.</p> <p><u>First word last sentences</u></p> <p>Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence</p> <p>Brilliant, the whole day was just brilliant!</p> <p><u>Revisit simile sentences</u></p>	<p>ed) Usually the adjectives will describe an emotion. Display a A-Z of -ed</p> <p>adjectives to support:</p> <p>Frightened, terrified, exhausted, the princess ran for home.</p> <p><u>ing, ed sentence</u></p> <p>An ing, ed sentence always begins with a verb ending in 'ing'. This is followed by the location of the action and then a comma.</p> <p>Driving to town, he stopped to watch the UFO land.</p> <p>Running near the beach, he halted as the ground gave way.</p>	<p>order to make sense – this is the essence of</p> <p>the paired conjunction.</p> <p>(BA) – both/and</p> <p>(NA) – not so/as</p> <p>(NN) – neither/nor</p> <p>(AA) – as/as</p> <p>It was both cold and unpleasant for him to work there.</p> <p><u>Some: others sentences</u></p> <p>Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence.</p> <p>Some people love football; others just can't stand it.</p> <p><u>Ad, same ad</u></p> <p>This sentence has two identical adjectives, one repeated shortly after the other.</p> <p>He was a fast runner, fast because he needed to be.</p> <p>It was a silent town, silent because all the residents had fled.</p> <p><u>Noun, who/which, where</u></p> <p>Relative clauses - Noun, which/where/who sentences begin with a noun then a comma followed by which or where or who</p>	<p>by a statement saying there is such a time, place, person.</p> <p>Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.</p> <p>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Adromeda 5 system there is such a planet.</p> <p><u>One word/phrase : definition</u></p> <p>One word/phrase: definition sentences begin with one word or phrase followed by a : This is then followed by a definition of the word.</p> <p>Monday: the longest day of the week!</p> <p>World War Two: a time when many people lost their lives.</p>
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					<p>Similes contain '...as a...' or '...like a...'. They compare one thing to another.</p> <p>The flames were as fierce as a tiger hunting for its prey.</p> <p>The moon hung above us like a patient, pale white face</p> <p>Although it was August, it was as cold as a late December evening</p>		<p>Cakes, which taste fantastic, are not so good for your health.</p> <p><u>De: De sentences</u></p> <p><u>(Description: Details)</u></p> <p>A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details.</p> <p>The 2 parts are separated by a colon (:)</p> <p>The vampire is a dreadful creature: it kills by sucking all the blood from its victims.</p> <p>Snails are slow: they take hours to move the shortest of distances.</p> <p>She wondered if it would ever end: it soon would, but not as s/he expected!</p> <p>ISPACE</p>	
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		Figurative language	<p>Introduce onomatopoeia</p> <p>Onomatopoeia is words that are spelled how they sound. These words can sometimes be made up.</p> <p>For example:</p> <p>the snake hissed loudly</p> <p>the fireplace crackled</p> <p>the fire engine roared as it sped down the street</p> <p>In writing, onomatopoeia is a great way to create more vivid descriptions. It allows the writer to engage the reader's senses more fully by creating the sound that is happening in the story.</p> <p>https://www.tes.com/teaching-resource/onomatopoeia-11679359</p>	<p>Introduce alliteration.</p> <p>Alliteration is a figurative writing technique in which the same initial sound or closely related syllables of a word is repeated in a sentence.</p> <p>For example:</p> <p>please pass the pie</p> <p>she sells seashells on the seashore</p> <p>the slimy snake silently slithered away</p> <p>Although alliteration does not use non-literal language or a figure of speech like other examples of figurative language, it is used to have an effect on the reader. Alliteration can make a piece of writing or speech more memorable and stand out.</p> <p>Introduce simple similes</p> <p>Similes are used to compare the characteristics of two things using the words like, as, as if, or as though.</p> <p>This comparison is intended to make a description more vivid.</p> <p>For example:</p> <p>he's as quiet as a mouse</p> <p>the party was like a scene from a film</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, • Distinguish shades of meaning among related words. • Use age-appropriate, academic vocabulary. <p>Revisit similes.</p> <p>Similes are used to compare the characteristics of two things using the words like, as, as if, or as though.</p> <p>This comparison is intended to make a description more vivid.</p> <p>For example:</p> <p>he's as quiet as a mouse</p> <p>the party was like a scene from a film</p> <p>the clouds looked as if they were made from candy floss</p> <p>the food was as hot as lava</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, • Distinguish shades of meaning among related words. • Use age-appropriate, academic vocabulary. <p>Introduce metaphors.</p> <p>Metaphors are a form of figurative language that describes something by saying that one thing is actually another. Unlike similes, metaphors don't use the words 'like' or 'as'.</p> <p>For example:</p> <p>she is a ray of sunshine</p> <p>all the world's a stage</p> <p>time is money</p> <p>Introduce personification</p> <p>- when the writer gives human characteristics, actions, or feelings to non-human things such as objects or animals.</p> <p>For example:</p> <p>the leaves danced on the trees</p> <p>that last piece of cake is calling my name</p> <p>the sun smiled and hugged us with its warmth</p>	<ul style="list-style-type: none"> • the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. <p>Introduce Hyperbole</p> <p>Hyperbole is a form of extreme language that uses exaggeration to intensify the image created in the reader's mind. It's often humorous and isn't literally possible.</p> <p>For example:</p> <p>this work is killing me</p> <p>I've told you a million times</p> <p>this cleaning is going to take me forever</p> <p>Hyperbole Poster</p>	<p>Introduce idioms - an expression that doesn't actually mean what the words say. It's a group of words that, when put together, mean something that's not related to the meanings of the individual words.</p> <p>They're sayings that we tend to use in everyday speech more often than in writing.</p> <p>For example:</p> <p>cat got your tongue?</p> <p>It's raining cats and dogs</p> <p>a little birdie told me it's your birthday today</p> <p>Idioms can be quite challenging to learn if you find it difficult to understand non-literal speech, or if you are learning English as a second language. This is because they don't make much sense outside the culture, they are used in. Most people that use them do so without thinking, so they would likely struggle to explain their origins and meanings.</p>
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				<p>the clouds looked as if they were made from candy floss</p> <p>the food was as hot as lava</p>					
Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 	Text	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<ul style="list-style-type: none"> • Introduction to paragraphs to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

	<p>https://classroom.thenational.academy/lessons/to-understand-the-features-of-adverts-65k3ed?activity=video&step=1</p> <p>https://www.lwynnprimary.co.uk/sue-palmer-writing-skeleton/</p>	Persuasive language knowledge	<p>Groups of Three - When three adjectives or phrases are used together to make them stand out.</p> <p>Written mainly in the present tense</p>	<p>Alliteration - Repeating the consonant sounds at the beginning of words to make them stand out; could be used to create catchy slogans</p> <p>Personal pronouns - Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.</p> <p>State point of view clearly in the introduction and the conclusion</p> <p>Introduce simple exaggeration - To go over the top and make things sound better or worse than they are.</p> <p>Introduce comparatives and superlatives through use of the suffixes -er, -est in adjectives (big, bigger, biggest)</p>	<p>Emotive language - Using words that make people feel sad, angry, upset, sympathetic or guilty.</p> <p>Phrases to suggest that everyone thinks or agrees with main point</p> <p>Include a range of connecting devices to structure the argument: first, finally, furthermore, However, Consequently, Therefore, So, because, firstly, finally</p> <p><u>Text structure:</u></p> <ul style="list-style-type: none"> • Strong title/question/opener • Introduction that outlines the readers point of view • Evidence and detail (fact and/or opinion) included in paragraphs to support point of view • Closing paragraph reemphasises the point of view 	<p>Rhetorical questions - Using questions that don't need an answer to get the audience to think.</p> <p>Repetition - Repeating words or phrases so that they stick in your audience's mind.</p> <p>Powerful verbs</p> <p>Each argument/point is backed up with relevant evidence and detail</p>	<p>Revisit Exaggeration - To go over the top and make things sound better or worse than they are.</p> <p>Revisit superlatives</p> <p>Facts and Statistics - When truthful information is given to back up a point. e.g. 95% of pupils feel that there is too much homework.</p> <p>Include conditionals; would, could, might, if, unless,</p> <p>Link ideas within the argument: because, consequently, so, therefore,</p>	<p>Criticise the other person's point of view - When you pick holes in your opposition's argument so that your point of view sounds better.</p> <p>Humour to help get the reader on side</p> <p>Short sentences to give emphasis</p> <p>Passive voice</p>
		Persuasive sentence stems	<p>Firstly.....</p> <p>Secondly.....</p> <p>Finally.....</p>	<p>Another reason.....</p>	<p>As a result.....</p> <p>In addition.....</p> <p>This causes.....</p> <p>In conclusion I feel.....</p>	<p>However.....</p> <p>Consequently.....</p> <p>Therefore.....</p> <p>Surely.....</p> <p>In fact.....</p> <p>The real truth is.....</p> <p>My personal opinion is that</p> <p>I strongly believe.....</p>	<p>An intelligent person like yourself.....</p> <p>It goes without saying.....</p> <p>Furthermore.....</p> <p>...</p>	<p>Of course.....</p> <p>Naturally.....</p> <p>Moreover.....</p>

	<p>He / She didn't share / take turns</p> <p>I want to.....</p> <p>I like.....</p> <p>I don't like.....</p> <p>I think..... Why?</p> <p>I think..... What do you think?</p> <p>I don't think.... Why do you think this?</p> <p>It is.....</p> <p>It's not.....</p> <p>Yes because.....</p> <p>No because.....</p> <p>I like.....</p> <p>I don't like.....</p>	Tower Hamlets language of argument		<p>I like..... because..... and.....</p> <p>I don't like..... because..... and.....</p> <p>I agree with..... because.....</p> <p>It is right.....</p> <p>It is wrong.....</p>	<p>I agree / disagree because.....</p> <p>I think..... because.... and also because.....</p> <p>However.....</p> <p>Also.....</p>	<p>An argument for is..... because.....</p> <p>An argument against... is.....because.....</p> <p>I understand however / due to / but / therefore</p> <p>I accept your decision however I feel / believe..... because / as / due / to.....</p>	<p>An argument for ...is..... because..... and....</p> <p>An argument against is.....because.....and.....</p> <p>I understand.... that....depending on the content but would argue....</p> <p>I understand your point of view, however I disagree because.....</p>	<p>In my opinion..... should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....</p> <p>My second important reason for wanting to ban..... is that.....</p> <p>Perhaps some people would argue thatthat.....</p> <p>However, I would point out that.....</p> <p>It is clear that a ban on..... would be a great step forward!</p>	<p>On the one hand..... but.....</p> <p>Convince me that.....</p> <p>I am convinced.....</p> <p>Given that.....</p>
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										events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts
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Blogs

Blogs (shortened from the term web log) can use any layout and can cover many different topics, but they all have basic characteristics in common.

- Blog entries are posted in reverse-chronological order. The order is similar to a backwards diary, running from the most recent at the top of a page to the least recent at the bottom.

- Blog entries usually include the date and specific time that they were posted (a timestamp).

- The blogger's name is usually listed with the timestamp. By default, blogs

usually end "Posted by [blogger's name]."

- Older blog entries are usually found in an archive. Often the archive is sorted by months and years. The archive links are usually in a sidebar on the page.

- Readers and the blogger can usually comment on (or reply to) a blog entry.

The comments can turn into a dialogue, with the readers and blogger talking

together.

Depending upon the blog site, you may also find other kinds of information with each blog entry.

- Blog entries usually have a title that describes or relates to the content of the entry. Titles are usually set off in a layout with a bold font.

- Blog entries can list categories, assigned by the blogger. When a blog

includes categories, you will usually find a list of the categories in a sidebar on the site.

- Bloggers may choose an icon to represent their current mood. You might see something like

										<p>Current mood: <input type="checkbox"/> happy</p> <ul style="list-style-type: none">• Bloggers can include information about the song they were listening to when they wrote a blog entry. You may see something like Currently listening: <p>Move Along</p> <p>By The All-American Rejects</p> <p>Release date: By 12 July, 2005</p>
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		Instructions	<p>Begin sentences with imperative verbs</p> <p>Use numbers to organise instructions</p> <p>Introduce simple words to show time, e.g. adverbs (see below)</p> <p>Include picture with simple caption</p> <p>Include a title</p>	<p>Adverbs and simple adverbials (see below)</p> <p>Wider range of imperative verbs e.g. Cut the card.... Paint your design... Beginning to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not</p> <p>Introduce simple headings to organise e.g. What you need</p> <p>Commas in lists may be used to separate required ingredients/materials</p> <p>Possible text structure:</p> <p>Introduction</p> <p>Sentence to introduce item to be produced.</p> <p>List of ingredients and quantities beneath a subheading</p> <p>Main body</p> <p>Sentences to describe each step with specific information.</p> <p>Numbered steps</p> <p>Conclusion</p> <p>A simple sentence to say what the end product will be like</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... (see below)</p> <p>Headings and subheadings to guide the reader.</p> <p>Begin to use paragraphs within instructions.</p> <p>May include labelled illustrations or diagrams to support specifics in the text.</p>	<p>Create cohesion using nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy.</p> <p>Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers.</p> <p>Use rhetorical questions to engage the reader e.g. have you ever wanted to know how to?</p> <p>Possible text structure:</p> <p>Introduction</p> <p>Opening paragraph that may include rhetorical questions to engage the reader</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body</p> <p>Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion</p> <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p>	<p>Parenthesis to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)...</p> <p>Relative clauses to add further information e.g. add further decorations, which can be home-made or shop bought....</p> <p>Modal verbs to suggest degrees of possibility e.g. you should... you might want to...</p> <p>Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.</p> <p>Use a variety of layout features to guide the reader including diagrams, fact boxes etc.</p>	<p>Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)</p> <p>Create cohesion across the text using appropriate synonymous referencing and well-chosen adverbials</p> <p>Colon to introduce a list</p> <p>Semi colon to demarcate linked sentences</p> <p>Possible text structure:</p> <p>Introduction</p> <p>This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body</p> <p>Sentences to describe each step with specific information, including technical vocabulary, and detail beneath subheading.</p>
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				and what it can be used for.				Conclusion A concluding paragraph to say what the end product will be like and what it can be used for.
			Balanced Argument/Discussion	<p>Y3 – Y6 A common structure includes:</p> <ul style="list-style-type: none"> • A statement of the issues involved and a preview of the main arguments. • Arguments for, with supporting evidence/examples. • Arguments against or alternative views, with supporting evidence/examples. <p><input type="checkbox"/> Another common structure presents the arguments 'for' and 'against' alternately.</p> <p><input type="checkbox"/> Discussion texts usually end with a summary and a statement of recommendation or conclusion.</p> <p><input type="checkbox"/> The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</p>	<p>Some people believe that...</p> <p>Many people believe/feel/view...</p> <p>Others think that...</p> <p>There is no doubt that...</p> <p>An additional problem is...</p> <p>Therefore...</p> <p>On one hand...</p> <p>On the other hand...</p> <p>This fact...</p> <p>If... Then... So... Finally...</p>	<p>It could be argued that...</p> <p>Is it right to....?</p> <p>Consequently...</p> <p>It could be argued that...</p> <p>However...</p> <p>Although...</p> <p>This is important because...</p> <p>No one can deny that...</p> <p>As well as...</p>	<p>Furthermore...</p> <p>Would.....?</p> <p>_____ are a particular problem...</p> <p>Supporters argue that...</p> <p>It is claimed that... However, it could be argued that...</p> <p>Those who support... However, critics...</p> <p>For example...</p> <p>For instance...</p> <p>Alternatively...</p>	<p>Moreover...</p> <p>On the contrary...</p> <p>Those in favour say that... Nevertheless, others in opposition say...</p>

			Cohesion	Understand how words combine to make sentences.		<p>Cohesion is achieved within and across the paragraphs through the use of adverbs. e.g. Consequently, however</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Cohesion is achieved within and across paragraphs through the use of contrast. e.g. While other people believe, on the other hand, on the contrary</p>	<p>Devices to build cohesion within a paragraph [e.g. adverbials: then, after that, this, firstly, During break, After lunch, At the very, very end to sequence events or the passing of time logically]</p> <p>Cohesion within sentences is achieved through repetition of clause structures. e.g. Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone.</p> <p>or She needed to get out, she needed to go!</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Cohesion is further supported through synonymous references to the same subject. e.g. the figure, a man, he, Gary,</p>
	- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher.	Tense		<p>Past tense (ed) (eg. she jumped) Present tense (eg. she jumps) Future tense</p>	<p>past tense – progressive form (was + -ing eg. she was jumping) Present tense – progressive form (is + -ing eg. She is jumping)</p>	<p>Present perfect tense (has/have + past tense verb eg. she has jumped)</p>	<p>Past perfect tense (had + past tense verb eg. she had jumped)</p>	<p>Flashback within a piece to demonstrate change of tense</p>	<p>Recap all tenses and choose appropriate in independent writing</p>

	up, down, in, into, out, to, onto, over	Prepositions	across, inside, outside , under, underneath , next to, on Prepositions up, down, into, out, to, onto	behind, above, along, between, below, in front of, opposite	at, during, for, through, throughout, until , around, near , next to, before , after , because of, except, than , off, past	by, since , towards, beneath, beyond, against, beside, with, of, following, from, upon, round , except , out of , within	parallel to, adjacent to, vertically, horizontally, among, amongst, about , according to, ahead of, besides, as , excluding , like , unlike, due to , plus , via, without	Recap all amidst, barring, circa, concerning , despite , minus, in accordance with , in addition to , per, prior to , on behalf of
		Adverbs and adverbials of time	first, next, after, soon, today, yesterday, last, finally Time references: once upon a time, one day, happily ever after	First of all, To start with, Firstly, Lastly, Finally, At the end, Then, Later, Afterwards, After a while, Before long, After xxx minutes Story language: by the next morning, as soon as, in the end, at the end of the day	This morning, , before , after , later that day, Moments later,	Now, last night, this afternoon, this evening, Tomorrow morning,	where, that seldom, abroad, above , behind , far, away, out consequently, meanwhile, subsequently	in
		Adverbs and adverbials of place			past, also, downstairs, upstairs, indoor, nearby, back, in, on, down	out, especially, inside, outside, here, there, around	elsewhere, everywhere, anywhere near modal adverbs	Homewards, backwards, upwards, downwards
		Adverbs and adverbials of			Always, never, usually, often, rarely, sometimes, occasionally, generally, normally,	daily, hourly, weekly, monthly, yearly, later, eventually, since	hardly, frequently,	Seldom, periodically,
		Adverbs and adverbials of degree	so (so big) too (too hot)	very (very big) just (just right)	fully (fully finished), barely (barely readable)	enough (far enough) deeply (thought deeply) almost (almost time)	enormously, completely, entirely, hardly, slightly,	extremely (The sunburn was extremely painful), unusually (the crops wilted under the unusually hot sun), terribly (She felt terribly alone after her husband died), utterly, a little

		Adverbs and adverbials of manner	Refer to learning goals for year 1	Carefully, Gently, Slowly, Softly suddenly, quickly, slowly, nervously, excitedly, happily, lazily, angrily Fast, kind, high	Secretly, easily, carefully, closely, quietly,	Wearily, fast, well, cheerfully, strongly,	grimly, accidentally, beautifully, worriedly,	lowly, specifically, wishfully, eagerly, anxiously, rather, extremely, fairly, back,
		Conjunctive adverbs			Include a range of connecting devices to structure the argument: Firstly, Additionally, Therefore, because, finally	However, Consequently, instead So, Similarly, Also Certainly, Definitely Naturally,	Besides, Furthermore, Alternatively, Likewise, Otherwise, For example, For instance, Namely, , Indeed, Of course,	hence, simultaneously Moreover, Thus, Accordingly, Nevertheless, Conversely,
	and	Conjunctions	And, then	And, then, but, or when, if, because	Use all co-ordinating conjunctions. after, yet , as well, once, before, until, for, then, while, nor	unless, except that, apart from, as well as, since, even though, in order to	Causal and contrasting conjunctions (whereas, although, due to the fact, for this reason, therefore, however, nevertheless, wherever, due to)	Recap all
	a	Determiners	the, my	an, your, his, her, one, two	its, our, their, this, that	whose, these, those, many, few, some	much, another, other, quite, every	such, rather, enough, either, neither
	I it	Pronouns	she, he, we, me	us you them they	mine their theirs your	its him his her hers our ours	who, that, which, whose, whom himself herself myself	yourself ourselves themselves oneself whomever itself

	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names of people, places and days of the week • Capital letter for the personal pronoun 'I' <p>Begin to use question and exclamation marks.</p>	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials <p>Use of commas after subordinating clauses</p>	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity <p>(eg. <i>Let's eat Grandma</i> <i>Let's eat, Grandma</i>)</p>	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <p>- ellipsis</p>
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	Terminology for pupils	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>