

Foundation Stage	Text Types covered: Narrative, recount			
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Introduce use of story map/story mountain Whole class retelling of fiction/non-fiction text <u>Fiction</u> - Understanding of beginning/middle/end - Retell simple story: <i>once upon a time, first/then/next, but, so, finally/happily ever after</i> <u>Non-fiction</u> Simple sentences around a theme, using: - Names - Labels - Captions - Lists - Diagrams - Messages	Orally rehearsing sentences: say a sentence, write it down, read it back and check it makes sense. - Simple sentences - Simple conjunctions: <i>and, but, who, until</i> - Compound sentences using conjunctions: <i>and, but</i> 'ly' openers: e.g. <i>luckily</i> - Words repeated for rhythm, e.g. <i>he walked and he walked</i> - Words used for rhyme, e.g. <i>a lean, mean cat.</i>	Introduce: - Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all</i> - Prepositions: <i>up, down, in, into, out, to, onto</i> - Adjectives: e.g. <i>little, big, small, quiet</i> - Adverbs: <i>luckily, fortunately, unfortunately</i> - Similes: <i>using like</i>	Introduce: - Finger spaces - Full stops - Capital letters	Introduce: - Finger spaces - Letter - Word - Sentence - Full stop - Capital letter - Simile

Year 1 (consolidate FS)	Text Types covered: Lists and captions, character descriptions, non-chronological reports, fact-files, narrative			
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Use of story map/story mountain Whole class retelling of fiction/non-fiction text Introduce: <u>Fiction</u> • Introduction – <i>once upon a time...</i> • Problem – <i>Unfortunately, Suddenly...</i> • Ending – <i>finally...</i> <u>Non-fiction</u> • Heading • Introduction – <i>opening factual statement</i> • Middle – <i>simple sentences, bullet points, labelled diagrams</i> • Ending – <i>concluding sentence</i>	Introduce: • Types of sentences, e.g. <i>statements, questions, exclamations</i> • Simple conjunctions: <i>and, or, but, so, because, so that, then, that, while, when, where</i> • Openers: <i>While, when, where</i> • 'Ly' openers: <i>fortunately, unfortunately, suddenly</i> • Simple sentences, e.g. <i>I went to the park. The castle is haunted.</i> • Embellished simple sentences using adjectives, e.g. <i>The giant had an</i>	Introduce: • Prepositions: <i>inside, outside, towards, across, under</i> • Determiners: <i>the, a, my, your, an, this, that, his, her, their, all, some, lots of, many, more, those, these</i> • Adjectives: e.g. <i>old, huge</i> • Alliteration: e.g. <i>dangerous dragon, slimy snake</i> • Similes using as, as: <i>as tall as a house, as red as a radish</i>	Introduce: • Capital letters • Capital letters for names • Capital for the personal pronoun 'I' • Full stops • Question marks • Exclamation marks • Speech bubbles • Bullet points	Introduce: • Punctuation • Question mark • Exclamation mark • Speech bubble • Bullet points • Singular/ plural • Adjective • Verbs • Conjunction • Alliteration • Simile – 'as'

English Skills Overview by Year Group

Blue = GDS

	<i>enormous beard. Red squirrels enjoy eating delicious nuts.</i> - Compound sentences using coordinating conjunctions: <i>and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i> - Complex sentences: <i>Use of 'who' e.g. Once upon a time there was a little old woman who lived in a forest.</i>	Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i> Including any year 1 spelling patterns taught using Spelling Shed resources		
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English Skills Overview by Year Group

Blue = GDS

Year 2 (consolidate year 1)	Text Types covered: Character descriptions, recounts, explanations, instructions, narrative, non-chronological, setting description, persuasion			
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Use of story map/story mountain, box up the text Whole class retelling of fiction/non-fiction text Introduce: <u>Fiction</u> - Opening – <i>In a land far away...</i> - Build up – <i>Later that day...</i> - Problem – <i>To his amazement...</i> - Resolution – <i>As soon as...</i> - Ending – <i>Luckily, unfortunately...</i> <u>Non-fiction</u> - Introduction – <i>heading, hook to engage reader, factual statement/definition, opening question</i> - Middle section – <i>subheadings to introduce sections,</i>	Introduce: - Types of sentences: <i>statements, questions, commands, exclamations</i> 'ly' starters: <i>usually, eventually, finally, carefully, slowly</i> - Embellished simple sentences using: <i>adjectives, e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</i> - Secure use of compound sentences using conjunctions: <i>and, or, but, so</i> - Complex sentences (Subordination) using: <i>who/which e.g. Sam, who was lost, sat down and cried.</i> - Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i>	Introduce: - Prepositions: <i>behind, above, along, before between after</i> - Alliteration, e.g. <i>wicked witch, slimy slugs</i> - Similes using...like...e.g, <i>like sizzling sausages, hot like a fire</i> - Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> - Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i>	Introduce: - Capital letters - Full stops - Question marks - Exclamation marks - Commas to separate items in a list - Comma after –ly opener e.g. <i>Fortunately,...Slowly,....</i> - Speech bubbles /speech marks for direct speech - Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> - Apostrophes to mark singular possession e.g. <i>the cat's name</i>	Introduce: - Apostrophe - Contraction - Singular - Possession - Commas - Speech bubble - Speech mark - Verb - Adverb - Statement - Question - Command - Explanation - Tense - Adjective - Noun - Noun phrase - Generalisers - Subordinating conjunctions

lists of steps to be taken, bullet points for facts, diagrams • Ending – Final comment to reader, extra facts, did you know...? True/false • Consistent use of present/past tense • Use of continuous forms of verbs in the present/past tense, e.g. <i>she is drumming, he was shouting</i>	e.g. <i>While the animals were munching breakfast, two visitors arrived</i> • Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. • Expanded noun phrases e.g. <i>lots of people, plenty of food</i> • List of 3 for description, e.g. <i>He wore old shoes, a dark cloak and a red hat.</i>	• Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i> • Generalisers for information, e.g. <i>Most dogs.... Some cats....</i>		
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Year 3 (consolidate year 2)		Text Types covered: Explanation, narrative, non-chronological report, persuasion		
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Use of story map/story mountain, box up the text Whole class retelling of fiction/non-fiction text Paragraphs to organise ideas into each section. <u>Fiction:</u> • Introduction – include detailed description of setting or characters • Build-up – build in some suspense towards the problem • Problem – include detail of actions/ dialogue • Resolution - link with the problem • Ending – clear ending links back to the start, shows how the character is feeling, how the character or situation has changed from the beginning <u>Non-fiction:</u> • Introduction - Develop hook to introduce and tempt reader in, e.g.	Introduce: • Vary long and short sentences: <i>Long sentences to add description or information.</i> • Short sentences for emphasis and making key points e.g. • <i>Sam was really unhappy.</i> • Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</i> • Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)e.g. <i>A few days ago, we discovered a hidden box.</i> • Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> • Compound sentences (Coordination) using conjunctions: <i>and/ or / but / so / for /nor / yet</i> • Develop complex sentences (Subordination)	Introduce: • Prepositions: <i>Next to, by the side of, In front of, during, through, throughout, because of</i> • Powerful verbs e.g. <i>stare, tremble, slither</i> • Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> • More specific/ technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i>	Introduce: • Colon before a list e.g. <i>What you need:</i> • Ellipses to keep the reader hanging on • Secure use of inverted commas for direct speech • Use of commas after fronted adverbials e.g. <i>Later that day, I heard the bad news.</i>	Introduce: • Word family • Conjunction • Coordinating conjunction • Subordinating conjunction • Clause • Subordinate clause • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions

Who....? What....? Where....? Why....? When....? How....? - Middle Section(s): Group related ideas /facts into paragraphs, Sub headings to introduce paragraphs, Topic sentences to introduce paragraphs Lists of steps to be taken, Bullet points for facts, Flow diagram - Ending - Personal response, extra information, e.g. Information boxes/ Five Amazing Facts Wow comment - Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> - Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i>	with range of subordinating conjunctions -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> - Drop in a clause using: who/whom/which/whose/ - that e.g. <i>The boy, whose name is George, thinks he is very brave.</i> - Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> - Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> - Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> - Dialogue –powerful speech verbs e.g. <i>“Hello,” she whispered.</i>			
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Year 4 (consolidate year 3)		Text Types covered: Non-chronological report, character description, narrative, explanation, discussion, instructions, newspaper		
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Use of story map/story mountain, box up the text Whole class retelling of fiction/non-fiction text Paragraphs to organise ideas into each section and to indicate a change in place or jump in time. Suspense writing used to introduce the dilemma. <u>Fiction:</u> • Introduction • Build-up • Problem • Resolution • Ending Clear distinction between resolution and ending. Ending should include a reflection on events or the characters. <u>Non-fiction:</u> • Paragraphs to organise ideas around a theme	Introduce: • Standard English • Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight.</i> • Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> • Secure use of simple/embellished simple sentences. • Secure use of compound sentences (Coordination) using coordinating conjunctions - <i>and / or / but / so / for / nor / yet</i> • Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. • -'ed' clauses as starters e.g.	Introduce: • Prepositions – <i>at, underneath since, towards beneath, beyond</i> • Conditionals - <i>could, should, would</i> • Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i> • Proper nouns - refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> • The grammatical difference between plural and possessive -s	Introduce: • Commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i> • Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural	Introduce: • Pronoun • Possessive pronoun Adverbial • Fronted adverbial • Apostrophe – plural possession • Simile – <i>as/like</i> • Alliteration • Synonyms

- Logical organisation Group related paragraphs - Develop use of a topic sentence - Link information within paragraphs with a range of conjunctions. - Use of bullet points, diagrams - Introduction, Middle section(s), Ending - Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader - Appropriate choice of pronoun or noun across sentences to aid cohesion	<i>Frightened, Tom ran straight home to avoid being caught.</i> - Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> - Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> - Repetition to persuade e.g. <i>Find us to find the fun</i> - Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> - Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition			
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Year 5 (consolidate year 4)		Text Types covered: Explanation, letter, diary entry, discussion, narrative, non-chronological report, persuasion, information text		
Text Structure	Sentence Construction	Language	Punctuation	Terminology
Use of story map/story mountain, box up the text Whole class retelling of fiction/non-fiction text Openings to include description, action and dialogue. Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs <u>Fiction:</u> Use five part story structure, though this could begin at any part of the story and include a flashback. • Introduction – <i>should include action/description (character or setting), dialogue</i> • Build-up –<i>develop suspense techniques</i> • Problem/Dilemma – <i>may be more than</i>	Introduce: • Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. • Secure use of simple / embellished simple sentences • Secure use of compound sentences • Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions • Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. • Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. • Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.	Introduce: • Metaphor • Personification • Onomatopoeia • Empty words e.g. someone, somewhere was out to get him • Developed use of technical language	Introduce: • Rhetorical question • Dashes • Brackets, dashes and commas for parenthesis • Colons • Use of comas to clarify meaning or avoid ambiguity	Introduce: • Relative clause/ pronoun • Modal verb • Parenthesis Bracket • Dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question • Tense: present and past progressive

one problem to be resolved - Resolution –<i>clear links with dilemma</i> - Ending – <i>character could reflect on events, any changes or lessons, look forward to the future, ask a question</i> <u>Non-fiction:</u> - Structure: introduction / Middle / Ending - Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear - Link ideas within and across paragraphs using a full range of conjunctions - Use rhetorical questions to draw reader in - Express own opinions clearly - Consistently maintain viewpoint - Summary clear at the end	- Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight - Use of rhetorical questions - Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. - Indicating degrees of possibility using modal verbs			
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Year 6 (consolidate year 5)		Text Types covered: Instructions, non-chronological report, narrative, evacuee diary entry, explanation, character description, persuasion, information text, poetry, short-burst creative writing		
Text Structure	Sentence Construction	Language	Punctuation	Terminology
<u>Fiction:</u> • Include suspense, cliff hangers, flashbacks/forwards, time slips • Start story at any point of the 5 part structure • Maintain plot consistently, working from plan • Paragraphs - secure use of linking ideas within and across paragraphs • Secure development of characterisation <u>Non-fiction:</u> • Secure planning across non-fiction genres and application • Use a variety of text layouts appropriate to purpose • Use range of techniques to • involve the reader – comments, questions,	Introduce: • Secure use of simple/embellished simple sentences • Secure use of compound sentences Secure use of complex sentences: (Subordination) • Main and subordinate clauses with full range of conjunctions • Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. • Developed use of rhetorical questions for persuasion • Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there	Introduce: • Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) • How words are related as synonyms and antonyms e.g. big/ large / little	Introduce: • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. • Use of colon to introduce a list and semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	Introduce: • Active and passive voice • Subject and object • Hyphen • Synonym • Antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive

observations, rhetorical questions - Express balanced coverage of a topic - Use different techniques to conclude texts - Use appropriate formal and informal styles of writing - Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub - headings, columns, bullets, or tables, to structure text	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you .			
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