Year 1 - Consolidate reception list and introduce:

Text Structure (See TfW grid)	Sentence Construction (See Rainbow grammar)	Vocabulary (See National Curriculum)

Vocabulary (See National Curriculum)

Essential: capital letter, exclamation mark, full stop, letter, plural, punctuation, question mark, sentence, singular, word
Desirable: adjective, connective, noun, rhyme, verb

Text Structure (See TfW grid)

Fiction:

- **Planning Tools:** Story map / story mountain
(Refer to Story-Type grids)
- **Plan opening around** character(s), setting, time of day and type of weather
  - **Understanding -** beginning /middle /end to a story
  - **Understanding -** 5 parts to a story:
    - **Opening :** Once upon a time…
    - **Build-up:** One day…
    - **Problem / Dilemma :** Suddenly,../ Unfortunately,…
    - **Resolution :** Fortunately,…
    - **Ending :** Finally,….

Non-fiction:

Planning tools:
text map / washing line
Heading
Introduction
Opening factual statement
Middle section(s)
- Simple factual sentences around a *them*
- Bullet points for instructions
- Labelled diagrams
Ending
Concluding sentence

Sentence Construction (See Rainbow grammar)

Types of sentences:
Statements
Questions
Exclamations

Simple Connectives: and or but so
because so that then that while
when where
Also as openers:
While… /When… /Where… /-'ly' openers
Fortunately,…Unfortunately,
Sadly,…

Rainbow grammar Progression

Simple: *Building on Reception:*
Subject > Predicate > Stop
The silver moon shone in the sky.
Using adverbials of time and place
Adverbial > Subject > Predicate > Stop
One night the moon shone.
In the sky the moon shone.
Compound: *Using coordinating conjunction: and, but*
Subject > Predicate2 > Stop
The boy pushed the gate but couldn't open them.
Subject2> Predicate > Stop
The boy and his dog entered the old house.

Word structure (See Rainbow Grammar)

Nouns	Adjectives	Adverbs	Verbs
singular and plural noun suffixes (-s and –es) *alien aliens* *bush bushes* capitalisation of proper nouns (people) *James Mrs. Smith* capitalisation of personal pronoun I *Today I ate beans*	articles: the, a *the alien a monster* numerical determiners *one alien two aliens* adjectives of: size, colour, character *small big tall orange blue purple* *wise ugly helpful*	further prepositions of place *above the trees* *outside the house* *behind the fence* adverbials of time (when), e.g. *last night, once upon a time, one day, tomorrow, yesterday* prepositions of time *at night, after dinner, before playtime* fronted adverbials (time and place) *One day an alien chased James* *In the cave James hid.*	simple present tense verbs *The aliens eat boys.* Simple third person present tense using –s suffix *The alien eats James.* simple past tense verbs using -ed suffix *the alien chased* *James screamed*
expansion before the noun *Two big aliens chased James.* *James ran into a dark cave.*			

Spelling (See Lettters and Sounds/No-Nonsense spelling/ Sounds and Syllables)

Letters and sounds phonics – See Pace and Progression document on SP in English folder spelling or on the school web site:
https://www.heymann.notts.sch.uk/attachments/download.asp?file=651&type=pdf

Year 1	
Revisit Common exception words	All of Phase 2 sounds to the no go I into
Phase 3 Common exception words	he, she, we, me, be, was, you, they, all, are, my, her
Phase 4 Common exception words	said, have, like, so, do, some, come, were, there, little, one, when, out, what
Phase 5 Common exception words	oh, their, people, Mr, Mrs, looked, called, asked, could

Text Structure (See TfW grid)	Sentence Construction (See Rainbow grammar)	Vocabulary (See National Curriculum)		

Text Structure (See TfW grid)	Sentence Construction (See Rainbow grammar)	Vocabulary (See National Curriculum)
Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away…. One cold but bright morning….. Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)	**Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* Rainbow grammar Progression Simple: *Building on Year 1:* Subject > Predicate > Stop The round, silver moon shone in the dark sky. *Using adverbials of direction* Adverbial > Subject > Predicate > Stop Across the sky the bat flew. Compound: *Using coordinating conjunctions: or, so* Subject > Predicate > Subject > Predicate > Stop The grey clouds covered the silver moon, so the night turned black. Complex: *Using subordinating conjunctions: because, if, when* Subject > Predicate > Subordinate Clause > Stop Soft light covered everything when the pale moon shone brightly. Dialogue: Dialogue > Subject > Predicate > Stop "It's dark tonight" James said.	**Essential:** adjective, adverb, apostrophe, comma, command, compound, exclamation, noun, noun phrase, past tense, present tense, question, statement, suffix, verb **Desirable:** predicate, subject

Word structure
(See Rainbow grammar)

Nouns	Adjectives	Adverbs	Verbs
proper nouns (places) *Nottingham France Station Street* singular and plural subjective pronouns *I > we* *you > you* *he/she/it > they* singular and plural objective pronouns *me > us* *you > you* *him/her/it > them*	adjectives of: age and shape *old new young* *round square skinny* 2 adjectives before a noun *The ugly old alien chased James.* 2 adjectives separated by a comma *The horrible, angry alien chased James.* comparative and superlative forms –er and -est *taller tallest* singular possession *The alien's scream filled the air.* ordinal determiners: *first, second, third*	widen range of prepositions of place and time *above the wall* *below the table* *during the day* adverbials of direction (where) *The alien chased James through the park* prepositions of direction *through the park* *over the wall* *into the shops* adverbs of manner (how) *The alien chased James angrily.* Fronted adverbials (direction) *Through the park the alien chased James.*	progressive tense to form actions in progress using auxiliary verb to be: am are is was were *The alien was chasing James.* *James is hiding.* consistent use of past or present tense throughout writing imperative verb form for commands *Chase James. Catch him and eat him.*

extend use of expansion before the noun
Two huge, scary aliens chased James.
James ran into a damp, dark cave.
interrogative words to form questions
how, what, when, where, which, who, why
expansion using the preposition 'of'
a slice of cake, a cup of tea, a pot of gold

Spelling
(See No-Nonsense spelling/ Sounds and Syllables)

Year 2	Term 1	Term 2	Term 3
Revisit	Phase 5 GPCs	Spelling -le at the end of words	Possessive for singular nouns
Prefixes and suffixes		Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it. e.g hope - hoping Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant. letter after a single vowel letter E.g. hop - hopping Adding '-ies' to nouns and verbs ending in 'y' The suffixes '-ful' , '-less' and '-ly' Words ending in '-tion'	Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',
Common exception words	/aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.	e.g. *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils	Words from Y2 non-negotiable word list
Homophones	Introduce common words e.g. see/sea, be/bee		
Apostrophe		Possessive for singular nouns For contraction	

Year 3:

Text Structure *(See TfW grid)*	Sentence Construction *(See Rainbow grammar)*	Vocabulary *(See National Curriculum)*

Vocabulary
(See National Curriculum)

Essential: clause, conjunction, consonant, direct speech, inverted commas, prefix, preposition, speech marks, subordinate clause, vowel, word family
Desirable: alliteration, article, complex sentence, compound predicate, compound sentence, onomatopoeia, simile, simple sentence

Text Structure

Fiction
Secure use of planning tools:
Story map /story mountain / story grids /
'Boxing-up' grid
(Refer to Story-Type grids)

Plan opening around character(s), setting, time of day and type of weather

Paragraphs to organise ideas into each story part

Extended vocabulary to introduce 5 story parts:
Introduction –should include detailed description of setting or characters **Build-up –**build in some suspense towards the problem or dilemma
Problem / Dilemma –include detail of actions / dialogue
Resolution - should link with the problem **Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.
Non-Fiction

Introduce:
Secure use of planning tools:
e.g. Text map, washing line, 'Boxing –up' grid, story grids
Paragraphs to organise ideas around a theme
Introduction
Develop hook to introduce and tempt reader in e.g.
Who….? What….? Where….?
Why….? When….? How….?
Middle Section(s)
Group related ideas /facts into paragraphs Sub headings to introduce sections /
paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
Bullet points for facts   Flow
diagram
Develop Ending   Personal response
Extra
information / reminders 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 have written it down so I can check what it said.* **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*

Sentence Construction

Types of sentences:
Statements
Questions

Consolidate Year 2 list Introduce:

Vary long and short sentences:
 Long sentences to add description or information.
Short sentences for emphasis and making key points e.g.
Sam was really unhappy.
Visit the farm now.

 Simple: *Building on Year 2:*
Subject > Predicate > Stop
The silver moon shone brightly in the damp, dark sky.
Using adverbials of manner and duration
Adverbial > Subject > Predicate > Stop
Silently, the moon shone.
Throughout the night, the moon shone.
Using connecting adverbials (see Progression of Connectives, Year 3)
Adverbial > Subject > Predicate > Stop
However, the moon shone.
Compound: *Using coordinating conjunctions: and*
Subject > Predicate3 > Stop
The boy took out the old key, unlocked the gate and walked through.
Using coordinating conjunctions: and
Subject3> Predicate > Stop
Slippery mosses, dying weeds and creeping insects covered the old path.
Building on Year 2:
Subject > Predicate > Subject > Predicate > Stop
The silvery moon drifted behind thick clouds, so the night sky turned to black.
Complex: *Building on Year 2, using subordinating conjunctions: after, although, as, before, while*
Subject > Predicate > Subordinate Clause > Stop
The pale moon shone brightly before the clouds covered it.
Using subordinating conjunctions: after, although, as, before, while
Subordinate Clause > Subject > Predicate > Stop
Before the clouds covered it, the pale moon shone brightly.
Non-Finite Verb (-ing) > Subject > Predicate > Stop
Glowing, the pale moon drifted behind the clouds.

Word structure
(See Rainbow grammar)

Nouns	Adjectives	Adverbs	Verbs
precise nouns *oak tulip chimpanzee* possessive pronouns *mine ours yours his hers theirs*	adjectives of the senses: touch, sound, taste & smell *sticky slippery jagged* *silent faint deafening* *salty fresh rotten* *delicious tangy spicy* correct use of indefinite articles a and an a lorry, a unicorn an apple, an hour quantifying determiners *some aliens many aliens* *most aliens* possessive determiners *my your his her its* *our their* plural possession The aliens' screams filled the air.	adverbials of duration (when) *The alien chased James* *all night*. prepositions of duration *through the night* *during playtime* *until lunch* similes (how) *The alien chased James* *like lightning*. James hid *as quietly as a mouse*. fronted adverbials (manner using –ly adverbs) *Angrily*, the alien chased James fronted adverbials (duration) *Throughout the night*, the alien chased James.	auxiliary verbs 'will' and 'shall' to indicate future tense *The alien will chase James* *James will not escape*. auxiliary verb 'to have' to form perfect tenses *have has had* *The alien had chased James* *James has hidden* *The alien will have searched for him*. reporting verbs *bellowed whispered sang chortled thought* non-finite verbs ending with –ing *Salivating*, the alien ran down the street,.

Spelling
(See No-Nonsense spelling/ Sounds and Syllables)

Year 3	Term 1	Term 2	Term 3
Revisit	Non-negotiable and common exception words from Y2	Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)	Vowel digraphs from Years 1 and 2
Prefixes and suffixes	Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'	Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'	Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes
Rare GPCs	The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'ɣ' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)	The /ʃ/ sound spelt 'ch' (mostly French in origin) e.g. chef The /k/ sound spelt 'ch' (Greek in origin) e.g. school	The /ɪ/ sound spelt 'ɣ' other than at the end of words (*gym, myth*) The /ʌ/ sound spelt 'ou' (*young, touch*)
Homophones	*brake/break, grate/great, eight/ate, weight/wait,* *son/sun*	*here/hear, knot/not, meat/meet*	*heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign*
Apostrophe	Revise contractions from Year 2	Revise contractions from Year 2	Revise contractions from Year 2

Year 4

Text Structure	Sentence Construction	Vocabulary
(See TfW grid)	*(See Rainbow grammar)*	*(See National Curriculum)*

Text Structure	Sentence Construction
Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. 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	Simple: *Building on Year 3:* Subject > Predicate > Full Stop The pale moon in the damp dark sky cast a sickly glow. *Using connecting adverbials (see Progression of Connectives, Year 4)* Adverbial > Subject > Predicate > Stop Furthermore, the moon shone. Compound: *Using coordinating conjunctions: and, but, or, so, yet* Subject > Predicate3 > Stop The gates were covered in rust and hadn't been opened in years so creaked noisily. *As Year 3, using coordinating conjunction: yet* Subject > Predicate > Subject > Predicate > Stop The moon shone brightly, yet the night sky darkened. Subject > Predicate > Subject > Predicate > Subject > Predicate Stop The dark clouds drifted across the moon, the stars faded and the night sky darkened. Complex: *As Year 3, using subordinating conjunctions: as soon as, by the time, just as, so that* Subordinate Clause > Subject > Predicate > Stop The pale moon cast little light by the time midnight had had arrived. Subordinate Clause > Subject > Predicate > Stop By the time midnight had arrived, the pale moon cast little light. Non-Finite Verb (-ed) > Subject > Predicate > Stop Exhausted, the pale moon faded into darkness. Dialogue: Dialogue > Subject > Predicate > Stop "It's dark tonight," James said.

Vocabulary

Essential: adverbial, determiner, possessive pronoun, pronoun
Desirable: adjective (adjectival) phrase, adverb (adverbial) phrase, common noun, dialogue, fronted adverbial, metaphor, phrase, progressive verb, proper noun

Word structure
(See Rainbow grammar)

Nouns	Adjectives	Adverbs	Verbs
proper nouns (brands & titles) *Wuthering Heights* *Mars Bar Finding Nemo* Appropriate choice of nouns and pronouns within and across sentences to avoid ambiguity and repetition *The alien licked his lips as he was very hungry.*	adjectives of: origin & material *French eastern global wooden metal paper* demonstrative determiners *this alien that alien* *these aliens those aliens*	comparative adverbials (how) *The alien screamed louder than a siren.* *James ran faster than a cheetah.* fronted adverbials (manner / similes) *Like thunder, the alien roared.* *In terror, James fled.* adverb placement *Angrily, the alien chased James.* *The alien angrily chased James* *The alien chased James angrily.*	verb synonyms for precision and to create shades of meaning *walked > hobbled, strolled, shuffled, tiptoed* *looked > peered, gazed, squinted, stared, glanced* standard verb forms & inflections for common irregular verbs, such as: *to be, to come, to do to eat, to get, to go, to see, to take* non-finite verbs ending with -ed *Terrified, James hurried, to escape.* placement of auxiliary verbs before the subject to create questions *Was James scared?* *Did the alien see him?* *Would he escape?*
expansion after the noun using adjectival phrases *the alien with green hair* *the man in the moon* *the streets of London*			

Spelling
(See No-Nonsense spelling/ Sounds and Syllables)

Year 4	Term 1	Term 2	Term 3
Revisit		Year 3 rare GPCs	Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.
Prefixes and suffixes	Prefixes 'in-', 'il-', 'im-' and 'ir-'Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')	Prefixes 'anti-' and 'inter-' Suffix '-ation'	Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (*poisonous, outrageous*)
Rare GPCs	Revise: • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3)	The /g/ sound spelt 'gu'	Words with the /s/ sound spelt 'sc' (Latin in origin) e. g. scene, science
Word endings	Words ending /ure/ (*treasure, measure*)	Words ending /tʃə/ spelt 'ture' (*creature, furniture*) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)	Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)
Homophones	*peace/piece, main/mane, fair/fare*	*scene/seen, male/mail, bawl/ball*	*whether/weather, who's/whose, missed/mist, medal/meddle, team/teem*
Apostrophe	Possessive apostrophe with singular proper nouns e.g. *Cyprus's population*	Revise contractions from Year 2 Possessive apostrophe with plurals	Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules

Year 5

Text Structure *(See TfW grid)*	Sentence Construction *(See Rainbow grammar)*	Vocabulary *(See National Curriculum)*

Text Structure *(See TfW grid)*

Introduce:
Secure independent use of planning tools
Story mountain /grids/flow diagrams
(Refer to Story Types grids)

Plan opening using:
Description /action/dialogue

Paragraphs: Vary
connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.

Use 5 part story structure
Writing could start at any of the 5 points.
This may include flashbacks
Introduction –should include action / description -character or setting / dialogue
Build-up –develop suspense techniques
Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending – character could reflect on events, any changes or lessons, look forward to the future ask a question.

Non-Fiction

Introduce:
Independent planning across all genres and application
Secure use of range of layouts suitable to text.
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 connectives and signposts Use rhetorical questions to draw reader in
Express own opinions clearly
Consistently maintain viewpoint
Summary clear at the end to appeal directly to the reader

Sentence Construction *(See Rainbow grammar)*

Simple: Building on Year 4:
Subject > Predicate > Stop
The pale moon in the quickly darkening sky cast a sickly glow.

Using connecting adverbials (see Progression of Connectives, Year 5)
Adverbial > Subject > Predicate > Stop
Nonetheless, the moon shone.

Compound Subject > Predicate ; Subject > Predicate > Stop
The silver stars shone in the sky; the clouds covered them.

Complex: *Using the subordinating conjunctions: as, even though, now that, unless, until, whenever*
Subordinate Clause > Subject > Predicate > Stop
Even though the darkness prevailed, the pale moon shone brightly.

Subject > Predicate > Non-Finite Phrase (edingto) > Stop
The silver stars shone brightly, winking in the darkness.
The silver stars shone brightly, scattered across the night sky.
The lonely traveller kept to the shadows to avoid being seen.
Non-Finite Phrase (edingto) > Subject > Predicate > Stop
Glowing softly, the pale moon drifted behind the clouds.
Ringed with a silver halo, the pale moon drifted behind grey clouds.
To avoid being seen, the lonely traveller kept to the shadows.

Subject > Predicate > Relative Clause > Full Stop
The pale moon hung in the black sky, where bats flitted on dark wings.

Following noun phrases and using the relative pronouns: that, where, which, who, whose

Subject > Relative Clause > Predicate > Stop
The pale moon, which shone brightly, drifted behind a cloud.
Dialogue: Dialogue > Subject > Predicate > Stop > Dialogue > Stop
"It's dark tonight," the lonely traveller said. "We should be careful."

Vocabulary *(See National Curriculum)*

Essential: ambiguity, bracket, cohesion, dash, modal verb, parenthesis, relative clause, relative pronoun
Desirable: abstract noun, collective noun, ellipsis, hyperbole, non-finite phrase, personification, semi-colon

Word structure
(See Rainbow grammar)

Nouns	Adjectives	Adverbs	Verbs
abstract nouns *happiness anger strength* collective nouns *pack of cards flock of sheep murder of crows charm of finches* indefinite pronouns *anybody, anyone, anything, everybody, everyone, everything, nobody, no one, nothing, somebody, someone, something*	adverbs of degree (how much) to describe adjectives, adverbs and verbs • to describe adjectives: *rather hungry deeply unhappy too hot* • to describe adverbs: *quite angrily very quietly rather unhelpfully* • to describe verbs: *almost finished completely disagree barely understood*		
	adjective order opinion size age shape colour origin material *the ugly huge green alien*	adverbs of probability (how likely) *certainly clearly definitely maybe obviously perhaps possibly*	modal verbs to indicate degrees of possibility *can could may might must should would* *The alien could chase James. James must hide. The alien might find him.* use of auxiliary verb pairs to form question tags *The alien wouldn't catch James, would it? James wasn't eaten, was he?* non-finite verbs beginning with to- *James ran faster to escape the alien.*

Spelling
(See No-Nonsense spelling/ Sounds and Syllables)

Year 5	Term 1	Term 2	Term 3
Revisit	Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession	Apostrophe for possession	
Prefixes and suffixes	Teach extension of base words using morphological and etymological word matrices.	Teach extension of base words using morphological and etymological word matrices.	Revisit problem suffixes
Rare GPCs	Words with 'silent' letters	Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*) Words with the /i:/ sound spelt 'ei' after 'c'(*receive, ceiling*)	
Word endings	Words with the letter string '-ough' Words ending in '-able' and '-ible'	Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'	
Homophones	*isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*	*altar/alter, led/lead, steal/steel*	*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*
Hyphen	Use of the hyphen (*co-ordinate, co-operate*)		

Year 6

Text Structure (See TfW grid)	Sentence Construction (See Rainbow grammar)	Vocabulary (See National Curriculum)

Text Structure *(See TfW grid)*

Secure independent planning across story types using 5 part story structure.

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

Non-fiction:

Secure planning across nonfiction genres and application

Use a variety of text layouts
appropriate to purpose

Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions

Express balanced coverage of a topic
Use different techniques to conclude texts
Use appropriate formal and informal styles of writing

Choose or create publishing format to enhance text type and engage the reader

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,

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Sentence Construction *(See Rainbow grammar)*

Simple: *Building on Year 5:*
Subject > Predicate > Stop
A sickly glow was cast by a dying moon.

Using connecting adverbials (see Progression of Connectives, Year 6)
Adverbial > Subject > Predicate > Stop
Still, the moon shone.

Compound Subject > Predicate ; Adverbial > Subject > Predicate > Stop
The pale moon shone in the sky; still, the darkness prevailed.

Complex: *Using the subordinating conjunctions: in case, once, provided that, since, whereas*
Subject > Subordinate Clause > Predicate > Stop
The pale moon, since it shone so weakly, cast very little light.
Subject > Non-Finite Phrase (edingto) > Predicate > Stop
The pale moon, winking in the darkness, drifted behind a cloud.
The pale moon, ringed with a silver halo, drifted behind grey clouds.
The lonely traveller, to avoid being seen, kept to the shadows.

Using implied relative pronouns
Relative Clause > Subject > Predicate > Stop
Weak and pale, the moon, drifted behind a cloud.
Dialogue: Dialogue > Subject > Predicate > Dialogue > Full Stop
"It's dark tonight," James said, "so we should be careful."

Following the predicate (including for reported speech) and using the relative pronoun: that
Subject > Predicate > Relative Clause > Full Stop
James nervously said that he had never seen a sky so dark.

Vocabulary *(See National Curriculum)*

Essential: active, antonym, bullet points, colon, ellipsis, hyphen, object, passive, semi-colon, subject, synonym
Desirable: agent, assonance, consonance, phrasal verb, question tag, recipient, subjunctive

Word structure
(See Rainbow grammar)

Nouns	Adverbs	Verbs
implied relative pronouns in relative clauses *The alien, who was the scariest Ziphod from the planet Zog, chased James. James, who was a nervous boy at the best of times, hid.*	moving connecting adverbs *The alien was, nevertheless, very friendly. He really liked cuddles, moreover.*	passive voice *The alien chased James > James was chased by the alien.* hide the agent using the passive voice *James was chased by the alien > James was chased.*
Implied relative pronouns as sentence openers James, who was cold and alone, huddled in the cave. > Cold and alone, James huddled in the cave.		formal use of the subjunctive *If the climate were to change, all life would be affected*
Use of pronoun 'that' to introduce reported speech *The alien assured Jim that it would not eat him.*		informal use of phrasal verbs *set off get up fly off*
formal use of nominalisation *angry > anger marry > marriage depart > departure* .		

Spelling
(See No-Nonsense spelling/ Sounds and Syllables)

Year 6	Term 1	Term 2	Term 3
Revisit	Words ending '-able/ably', '-ible/ibly'	Words containing the letter string '-ough'	
Prefixes and suffixes	Adding suffixes beginning with vowel letters to words ending in '-fer'.	Generating words from prefixes and suffixes	
Rare GPCs	Revise words with the /i:/ sound spelt 'ei' after 'c'.		Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)
Word endings	Endings that sound like /ous/ spelt '-cious' or '-tious' (*precious, ambitious*)	The /ʃəl/ sound, words ending 'tial' and 'cial' (*official, special, artificial, partial, confidential, essential*)	Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'
Homophones	*advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*	*compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary* All homophones from KS2	*draft/draught, dissent/descent, precede/proceed, wary/weary*