

## STANBRIDGE ENGLISH ANNUAL PLANNER

	AUTUMN 1	AUTUMN2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Talk for Writing ~ Story maps~ Helicopter stories ~ Oral retelling ~ Puppet plays ~ Story boards ~ Mini Books					
Y1	<b>WRITING TO ENTERTAIN</b> <i>Character Profile</i> <i>Story – Superhero</i>	<b>WRITING TO ENTERTAIN</b> <i>Character/Setting description</i> <i>Story – Familiar Setting</i>	<b>WRITING TO INFORM</b> <i>Instructions</i> <i>Recount – Diary Entry</i>	<b>WRITING TO ENTERTAIN</b> <i>Character/Setting description</i> <i>Story – Traditional Tale</i>	<b>WRITING TO INFORM</b> <i>Letter</i> <i>Postcards</i> <i>Recount – Diary Entry</i>	<b>WRITING TO ENTERTAIN</b> <i>Character/Setting description</i> <i>Story – Pirate Story</i>
		<b>POETRY</b> <i>Onomatopoeic Poems</i>		<b>POETRY</b> <i>Acrostic Poems</i>		<b>POETRY</b> <i>Pyramid Poems</i>
Y2	<b>WRITING TO ENTERTAIN</b> <i>Character/Setting description</i> <i>Story – Animal</i>	<b>WRITING TO ENTERTAIN</b> <i>Story – Danger/Disaster</i> <i>Diary Entry</i>	<b>WRITING TO ENTERTAIN</b> <i>Postcards</i> <i>Story - Journey</i>	<b>WRITING TO INFORM</b> <i>Listing Items</i> <i>Instructions</i>	<b>WRITING TO ENTERTAIN</b> <i>Setting description</i> <i>Story – Timeline/Journey</i>	<b>WRITING TO INFORM</b> <i>Non-chronological report</i> <i>Letter</i>
		<b>POETRY</b> <i>Alliterative Poems</i>		<b>POETRY</b> <i>Concrete Poems</i>		<b>POETRY</b> <i>Adjective Poems</i>
Y3	<b>WRITING TO ENTERTAIN</b> <i>Character/Setting description</i> <i>Story – Cultural</i>	<b>WRITING TO INFORM</b> <i>Explanation</i>	<b>WRITING TO PERSUADE</b> <i>Advertising Poster</i> <i>Attraction Leaflets</i>	<b>WRITING TO ENTERTAIN</b> <i>Diary Entry</i> <i>Story – Portal</i>	<b>WRITING TO INFORM</b> <i>Biography</i>	<b>WRITING TO ENTERTAIN</b> <i>Story - Suspense</i>
		<b>POETRY</b> <i>Diamante Poems</i>		<b>POETRY</b> <i>Simile / Word Play Poems</i>	<b>WRITING TO ENTERTAIN</b> <i>Story – Portal</i>	<b>POETRY</b> <i>Haiku Poems</i>
Y4	<b>WRITING TO INFORM</b> <i>Letters – formal and informal</i>  <i>Recount</i>	<b>WRITING TO ENTERTAIN</b> <i>Story - Warning</i>	<b>WRITING TO ENTERTAIN</b> <i>Play script</i> <i>Story - Animal</i>	<b>WRITING TO INFORM</b> <i>News Report</i>	<b>WRITING TO ENTERTAIN</b> <i>Diary Entry</i> <i>Story – Historical Setting</i>	<b>WRITING TO PERSUADE</b> <i>Persuasive Letters</i>
		<b>POETRY</b> <i>Kenning Poems</i>		<b>POETRY</b> <i>Rhyming Couplet Poems</i>		<b>POETRY</b> <i>Tetractys/ Diamond Poems</i>
		<b>POETRY</b> <i>Personification Poems</i>		<b>POETRY</b> <i>War Poems</i>		<b>POETRY</b> <i>Narrative Poems</i>

**STANBRIDGE ENGLISH SPINE – EYFS**

Pre-School		Text					
		<u>Stories</u>		<u>Discussion text</u>		<u>Singing</u>	
		Come on, Daisy by Jane Simmons Shout, Daisy, Shout by Jane Simmons Hairy Maclary from Donalson’s Dairy by L Dodd Hairy Maclary and Zachary Quack by Lynley The Very Hungry Caterpillar by Eric Carl We’re Going on a Bear Hunt by M Rosen		Hug by Jez Alborough You Choose by Nick Sharratt		Nursery Rhyme Songbook by Sally Emerson  <i>One song/poem to be sent home with children to learn each week.</i>	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
R	Farmer Duck by Martin Waddell Goodnight Moon by Margaret Wise Brown Mr Gumpy’s Outing by John Burningham		On The Way Home by Jill Murphy Owl Babies by Martin Waddell Rosie’s Walk by Pat Hutchins Shhh! by Sally Grindley		Six Dinner Sid by Inga Moore The Gruffalo by Julia Donaldson Whatever Next by Jill Murphy The Booktime Book of Fantastic First Poems by J Crebbin		

	<ul style="list-style-type: none"> <li>▪ Rhythmic activities.</li> <li>▪ Listens to and joins in with stories and poems</li> <li>▪ Making marks for meaning.</li> <li>▪ Show an interest in books.</li> <li>▪ Recognising own name.</li> <li>▪ Begin to use jolly phonics and letters and sounds framework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being aware of alliteration- initial sounds- rhyming string.</li> <li>▪ Aware of the structure of stories.</li> <li>▪ Recognising some words.</li> <li>▪ Blending sounds.</li> <li>▪ Beginning to read simple words.</li> <li>▪ Hear and say sounds in words.</li> <li>▪ Introduce shared reading.</li> <li>▪ Begin home reading books</li> </ul>	<ul style="list-style-type: none"> <li>▪ Predicting stories.</li> <li>▪ Describing different elements in stories.</li> <li>▪ Rhyming string.</li> <li>▪ Uses storylines in role play.</li> <li>▪ Uses phonics to decode.</li> <li>▪ Writing own name and captions.</li> <li>▪ Look at some high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using information books.</li> <li>▪ Reading and understanding simple sentences.</li> <li>▪ Attempting to write simple sentences using phonics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrating an understanding of what they have read.</li> <li>▪ Writing irregular common words.</li> <li>▪ Writing sentences that they and others can read.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and understand simple sentences.</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>▪ To read some common irregular words.</li> <li>▪ Use simple punctuation.</li> <li>▪ To use phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>
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**STANBRIDGE COMMUNICATION AND LANGUAGE - EYFS**

YR	ELG: Listening, Attention and Understanding	ELG: Speaking
	<ul style="list-style-type: none"> <li>▪ Children at the expected level of development will: - 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children at the expected level of development will: - 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, with modelling and support from their teacher.</li> </ul>

**STANBRIDGE ENGLISH PROGRESSION – EYFS**

YR	ELG: Comprehension	ELG: Word Reading	ELG: Writing	ELG: Fine Motor Skills
	<ul style="list-style-type: none"> <li>• Children at the expected level of development will: - 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, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children at the expected level of development will: - 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Children at the expected level of development will: - 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</li> </ul>

## STANBRIDGE ENGLISH SPINE – YEAR 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>TOPIC</b>	<b>ALL ABOUT ME</b>	<b>THE GUNPOWDER PLOT</b>	<b>SENSATIONAL SAFARI</b>	<b>PLANES, TRAINS AND AUTOMOBILES</b>	<b>WONDERFUL WEATHER</b>	<b>PIRATES</b>
<b>MAIN FOCUS</b>	<b>HISTORY</b> Significant people <b>GEOGRAPHY</b> Study the school grounds.	<b>HISTORY</b> <i>Difference between old and new toys.</i> Guy Fawkes. Remembrance Week.	<b>GEOGRAPHY</b> <i>Seven continents</i> Africa	<b>HISTORY</b> <i>History of transport</i>	<b>GEOGRAPHY</b> <i>Seasonal and daily weather</i> Weather around the world	<b>HISTORY</b> <i>Differences between old and new Pirates</i> <b>GEOGRAPHY</b> <i>Coastal towns</i>
<b>CORE TEXT</b>	Avocado Baby by John Burningham	Lost and Found by Oliver Jeffers  Dogger by Shirley Hughes	Handa's Surprise by Eileen Browne  Anancy and Mr Dry-Bone by Fiona Frence	Jack & The Beanstalk	Where the Wild Things Are by Maurice Sendak	The Barefoot Book of Pirates by Richard Walker
<b>EXTRA TEXTS</b>	Can't you sleep Little Bear by Martin Waddell  The Tiger Who Came to Tea	Knuffle Bunny by Mo Willems	We all went on Safari by Laurie Krebs  Bringing The Rain To Kapiti Plain By Verna Aardema	The gingerbread Man The Three Billy Goats Gruff Cinderella	Rumble in the Jungle  Walking through the jungle  Elmer by David McKee	The Pirates Next Door Class Three at the Sea
<b>WRITING PURPOSE &amp; MAIN TASKS</b>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Character profile</li> <li>Story based on known structure – Superhero Story</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Character and setting description</li> <li>Story set in a familiar setting</li> </ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>Instructions – fruit smoothie / fruit salad</li> <li>Recount – diary entry</li> <li>Story based on known structure</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Character and setting description</li> <li>Story using Traditional Tale structure</li> </ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>Informal Letter</li> <li>Postcard</li> <li>Recount – diary entry</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Character and setting description</li> <li>Story with a simple setting – Pirate Story</li> </ul>
<b>OTHER TASK IDEAS</b>	<ul style="list-style-type: none"> <li>Full stops, capital letters, finger spaces</li> <li>Sentences</li> <li>Labels</li> </ul>	<ul style="list-style-type: none"> <li>Lists</li> <li>Speech Bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Lists</li> <li>Speech Bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Letter from Jack</li> </ul>	<ul style="list-style-type: none"> <li>Postcards</li> <li>Speech Bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Invitation</li> </ul>

		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Onomatopoeic Poems (Fireworks)</li></ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Acrostic Poems</li></ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Pyramid Poems</li></ul>
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## STANBRIDGE WRITING PROGRESSION – YEAR 1

### NC 2014 PROGRESSION

Y1	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>▪ Spell words containing each of the 40+ graphemes already taught.</li> <li>▪ Spell common exception words</li> <li>▪ Spell days of the week</li> <li>▪ Name the letters of the alphabet in order</li> <li>▪ Use letter names to distinguish between alternative spellings of the same sound</li> <li>▪ Use regular plural suffixes: -s, -es</li> <li>▪ Use suffixes –ing, -ed, -er, -est (with no change to root word)</li> <li>▪ Use prefix un-</li> <li>▪ Apply rules from Spelling Progression - Y1</li> <li>▪ Write from memory simple dictated sentences including GPCs and common exception words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>▪ Begin to form lower case letters in the correct directions, starting and finishing in the right place</li> <li>▪ Form capital letters</li> <li>▪ Form digits 0-9</li> <li>▪ Understand which letters belong to which handwriting ‘families’</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say out loud what they are going to write about</li> <li>▪ Compose a sentence orally before writing it</li> <li>▪ Sequence sentences to form short narratives</li> <li>▪ Re-read what they have written to check that it makes sense</li> <li>▪ Discuss what they have written with the teachers or other pupils</li> <li>▪ Read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul> <p>▪ <b>Begin to develop an awareness of ‘The Reader’ by making relevant choices about subject matter and choosing appropriate vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and sentences using ‘and’</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, days of the week and the personal pronoun ‘I’</li> </ul>

### PROGRESSION

Y1	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>• Use statements in first, second and third person starting with noun/proper noun</li> <li>• Use statements in first, second and third person starting with personal pronoun</li> <li>• Use question with a question mark using ‘Who’, ‘What’, ‘When’, ‘Where’, ‘Why’</li> <li>• Introduce exclamation marks orally/through drama:               <ul style="list-style-type: none"> <li>- For interjections Stop!. Help me!</li> <li>- For sentences starting with ‘How’ or ‘What’ <i>E.g. What a bad dog!</i></li> </ul> </li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>• Join sentences using: and, but</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>• Use noun phrases: adjective + noun or adjective + adjective + noun <i>e.g. curly beard or gold, shiny coin</i></li> <li>• Use adverbs of manner ending in –ly: <i>e.g. I ran quickly</i></li> <li>• Use prepositions: above, down, in, inside, into, onto, out, outside, to, under, up</li> <li>• Use ‘as ... as’ to create simile: <i>e.g. as quick as a flash</i></li> <li>• Use determiners: the, a, an, my, your, his, her</li> <li>• Put words that are spoken into speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific nouns rather than general nouns <i>e.g. ‘Ferrari’ instead of ‘car’</i></li> <li>• Create compound words <i>e.g. football, playground, farmyard, bedroom</i></li> <li>• Use adjective + noun to create alliteration <i>e.g. A cool cat, A sneaky snake</i></li> <li>• Tier 2 Vocabulary – Y1</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns: The, My, I</li> <li>• Use adverbs ending in -ly <i>e.g. Slowly, Quickly, Suddenly</i></li> </ul>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>• and, but</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>• because</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>• First</li> <li>• Firstly</li> <li>• Last</li> <li>• Next</li> <li>• Second</li> <li>• Then</li> <li>• At first</li> </ul>	<p><b>Simple past</b></p> <ul style="list-style-type: none"> <li>• To show something happened once <i>e.g. He walked to school.</i></li> </ul> <p><b>Present progressive</b></p> <ul style="list-style-type: none"> <li>• To show something his happening continually <i>e.g. He is walking to school.</i></li> </ul> <p><b>Subject-verb agreement:</b></p> <ul style="list-style-type: none"> <li>• ‘to do’</li> <li>• ‘to be’</li> <li>• ‘to have’</li> </ul>

## STANBRIDGE LOWER SCHOOL READING PROGRESSION – Y1

### WORD READING:

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to decode words</li> <li>▪ Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>▪ Read accurately by blending taught GPCs</li> <li>▪ Read common suffixes <i>-s, -es, -ing, -ed, -er and -est endings</i></li> <li>▪ Read multisyllabic words containing taught GPCs</li> <li>▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ Read aloud phonically decodable text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</li> </ul>	<ul style="list-style-type: none"> <li>○ Read age-appropriate texts at 90+ words per minute</li> <li>○ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words</li> <li>○ Re-read books to build up fluency and confidence in word reading</li> <li>▪ Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange</li> </ul>

### COMPREHENSION:

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ Be encouraged to link what they read or hear read to their own experiences</li> <li>▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ Recognise and join in with predictable phrases</li> <li>▪ Appreciate rhymes and poems and recite some simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check the text makes sense as they read and self-correct.</li> <li>▪ Develop their knowledge of retrieval through images.</li> <li>▪ Participate in discussions about what is read to them, taking turns and listening to what others say</li> <li>▪ Clearly explain their understanding of what is read to them</li> <li>▪ Discuss features and layout of non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the significance of the title and events</li> <li>▪ Make inferences on the basis of what is being said and done.</li> <li>▪ Develop inference through use of pictures.</li> <li>▪ Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retell familiar stories orally.</li> <li>▪ Sequence the events of a story they are familiar with.</li> </ul>	



## Y1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which ... was your favourite?</li> <li>▪ Have you heard a story like this before?</li> <li>▪ Is the ... like your ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What did ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...</li> <li>▪ Where ...?</li> <li>▪ Where did .../</li> <li>▪ Why was ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does the word ... mean in this sentence?</li> <li>▪ Find and copy a word which means ...</li> <li>▪ Which of the words best describes the character?</li> <li>▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous?</li> <li>▪ How does the word / phrase ... make you feel?</li> <li>▪ Can you give me another sentence with the word ... in it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why was ... feeling ...?</li> <li>▪ How do you know that ... was ...?</li> <li>▪ Why did ... happen?</li> <li>▪ Why did ... say ...?</li> <li>▪ Where do you think ...?</li> <li>▪ Why do you think ...?</li> <li>▪ Which part made you feel ...? Why?</li> <li>▪ Look at the book cover / blurb – what do you think this book will be about?</li> <li>▪ What is happening? What do you think happened before? What do you think will happen after?</li> <li>▪ What do you think will happen next? Why?</li> <li>▪ Draw what you think will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does the story start?</li> <li>▪ Who do you meet first?</li> <li>▪ What did you find out first?</li> <li>▪ Where does the story start?</li> <li>▪ What happened in the middle?</li> <li>▪ What happened at the end?</li> <li>▪ Put these pictures in order of when they happened.</li> <li>▪ Put these sentences in the order they happened ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Who is your favourite character? Why?</li> <li>▪ Why do you think all the main characters are girls in this book?</li> <li>▪ Would you like to live in this setting? Why? Why not?</li> <li>▪ Is there anything you would change about this story?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that ...</li> <li>▪ The character felt ... because ...</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Join in with the chorus</li> <li>▪ Join in with the whole text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Put ticks in to show which statements are true or false</li> <li>▪ Draw lines to match ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word.</li> <li>▪ Order these words from the book based on how happy they make you feel.</li> <li>▪ Circle the word that means that same as ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the character's thoughts in a thought bubble.</li> <li>▪ Write a diary entry about an event from the book from a character's point of view.</li> <li>▪ Write down three questions for a character and then write their answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture to show what happened in the beginning / middle / end.</li> <li>▪ Make a map / poster to show the order things happened in.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> </ul>	

**STANBRIDGE ENGLISH SPINE – YEAR 2**

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>TOPIC</b>	<b>FAMOUS EXPLORERS</b>	<b>THE GREAT FIRE OF LONDON</b>	<b>STANBRIDGE NOW AND THEN</b>	<b>CASTLES AND KNIGHTS</b>	<b>AMAZING AUSTRALIA</b>	<b>BESDIE THE SEASIDE</b>
<b>MAIN FOCUS</b>	<u><b>HISTORY</b></u> <i>Lives of significant individuals: Neil Armstrong Christopher</i>	<u><b>HISTORY</b></u> <i>Events beyond living memory: Guy Fawkes Great Fire of London. Remembrance Week.</i>	<u><b>GEOGRAPHY</b></u> <i>Aerial view plans. Draw simple maps. Locate UK on a map.</i>	<u><b>HISTORY</b></u> <i>The Norman Conquest Medieval castles</i>	<u><b>GEOGRAPHY</b></u> <i>Locate continents, countries and oceans. Compare local area to non-European country.</i>	<u><b>GEOGRAPHY</b></u> <i>Seaside Holidays Seaside resorts Using maps</i>
<b>CORE TEXT</b>	<b>Gorilla</b> By Anthony Browne  <b>The Flower</b> by John Light	<b>Frog and Toad Together</b> by Arnold Lobel	<b>The Enchanted Wood</b>  <b>Traction Man</b> by Mini Grey	<b>Emily Brown and the Thing</b> by Cressida Cowel	<b>Meerkat Mail</b> by Emily Gravett <b>John Patrick Norman McHennessy, the boy who was always late</b>	<b>The Hodgeheg</b> by Dick King Smith <b>Willa and Old Miss Annie</b> by Berlie Doherty
<b>EXTRA TEXTS</b>	<b>Look What I've Got</b> <b>Mr Big</b>	<b>You wouldn't want to be in the Great Fire of London</b>  <b>Pudding Lane</b>	<b>The Way Back Home</b>	<b>Instructions</b> <b>Two Dragon Tales</b> <b>How to catch a dragon</b> <b>The Dragon Machine</b> <b>Puff the Magic Dragon</b>	<b>Dear Green peace</b> <b>Dear Teacher</b> <b>Diary of a Wombat</b> <b>Diary of a baby Wombat</b>	<b>Animal stories</b> Dick King-Smith
<b>WRITING PURPOSE &amp; MAIN TASKS</b>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"><li>▪ Story about feelings and emotion</li><li>▪ Character description</li><li>▪ Recount of a zoo trip</li></ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"><li>▪ Setting description – city on fire</li><li>▪ Diary entries</li><li>▪ Story with a danger/disaster setting</li></ul> <b>WRITING TO INFORM</b> Non-chronological report- Great Fire of London <ul style="list-style-type: none"><li>▪ News Report</li></ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"><li>▪ Character descriptions – aliens</li><li>▪ Setting descriptions – space and planets</li><li>▪ Instructions to Fairyland</li><li>▪ Story using a timeline journey sequence.</li></ul> <ul style="list-style-type: none"><li>▪ Dialogue</li><li>▪ Postcards</li></ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"><li>▪ Lists - items found in castles</li><li>▪ Instructions – How to train a dragon</li></ul> <b>Adverts</b> <ul style="list-style-type: none"><li>▪ Dialogue</li><li>▪ Postcards</li></ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"><li>▪ Setting description – habitats</li><li>▪ Letter</li><li>▪ Journey Story - Familiar Setting</li></ul> <ul style="list-style-type: none"><li>▪ Letters</li><li>▪ Diary</li></ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"><li>▪ Non-chronological report – animals</li><li>▪ Letter – looking after the local area</li><li>▪ Story about animals</li></ul> <ul style="list-style-type: none"><li>▪ Fact Files</li><li>▪ Posters</li></ul>
<b>OTHER TASK IDEAS</b>		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Alliterative Poems</li></ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Calligram (shape) Poems</li></ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"><li>▪ Adjective Poems -seaside related</li></ul>

## STANBRIDGE WRITING PROGRESSION – YEAR 2

### NC 2014 PROGRESSION

Y2	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learn to spell common exception words (Spelling Progression)</li> <li>• Learn to spell more words with contracted forms e.g. <i>didn't, couldn't</i>.</li> <li>• Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i></li> <li>• Spell words correctly by saying them out loud.</li> <li>• Distinguish between homophones and near-homophones</li> <li>• Add suffixes –ful and –less to form adjectives e.g. <i>help – helpless</i></li> <li>• Add suffixes –er, –ness and –ment to form a noun e.g. <i>teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment</i></li> <li>• Add suffixes –er and –est to form comparative and superlative adjectives e.g. <i>happy ~ happier ~ happiest</i></li> <li>• Add suffix –ly to an adjective to make an adverb e.g. <i>quick ~ quickly</i></li> <li>• Apply rules from Spelling Progression – Y2</li> <li>• Write from memory simple dictated sentences including GPCs and common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal and others' experiences (real or fictional)</li> <li>• Write about real events</li> <li>• Write simple poetry</li> <li>• Write for different purposes.</li> <li>• Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>• Writes down ideas and key words before writing</li> <li>• Encapsulate what they want to say, sentence by sentence</li> <li>• Evaluate their writing with the teacher and other pupils</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Read writing aloud with appropriate intonation to make the meaning clear</li> <li>• Begin to develop an awareness of who they are writing for</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation:               <ul style="list-style-type: none"> <li>○ full stops</li> <li>○ capital letters</li> <li>○ exclamation marks</li> <li>○ question marks</li> <li>○ commas to separate items in a list</li> <li>○ apostrophes for contracted forms and singular possession.</li> </ul> </li> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i></li> <li>• Use coordination with: 'and', 'but', 'or'</li> <li>• Use subordination with: 'when', 'if', 'that', 'because'</li> <li>• Use some features of written Standard English</li> </ul>

### SENTENCE PROGRESSION

Y2	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
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<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>• Create questions using 'How' or 'Do'.</li> <li>• Create exclamations using interjections and 'How' or 'What' e.g. <i>What big eyes you have, Grandma!</i></li> <li>• Create commands using imperative verbs e.g. <i>Give .... Take....</i></li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>• Join sentences using: and, but, or, so,</li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>• Join sentences using: because, if, after, that, before, when</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases: <ul style="list-style-type: none"> <li>- determiner + adjective + noun e.g. <i>the black cat</i></li> <li>- determiner + noun + prepositional phrase e.g. <i>the cat in the basket</i></li> </ul> </li> <li>• Use adjectives: e.g. <i>The giant had a curly beard.</i></li> <li>• Use adverbs of manner ending in -ly: e.g. <i>He bravely caught the cat.</i></li> <li>• Use prepositions: e.g. <i>after, before, behind, below</i></li> <li>• Use prepositional phrases: e.g. <i>under the carpet, above the whiteboard</i></li> <li>• Use 'like' to create similes: e.g. <i>hot like chillies, cold like a glacier</i></li> <li>• Use determiners: most, some, all, many, much, more</li> <li>• Put words spoken words (from speech bubbles) into inverted commas.</li> </ul> <p><b>Exciting Sentences:</b></p> <ul style="list-style-type: none"> <li>• 2Ad ~ List ~ Simile ~ Short</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific nouns rather than general nouns e.g. <i>'Buttercup' instead of 'flower'</i></li> <li>• Create compound nouns using: <ul style="list-style-type: none"> <li>- noun + noun e.g. <i>cupboard, handbag</i></li> <li>- adjective + noun e.g. <i>whiteboard, superman</i></li> </ul> </li> <li>• Use verb + noun to create alliteration: e.g. <i>Dancing dandelions, Hiding hyenas</i></li> <li>• Use onomatopoeia with an exclamation mark e.g. <i>Ouch! Crash!</i></li> <li>• Tier 2 Vocabulary – Y2</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns: He, She, We, They, It, You</li> <li>• Use adverbs ending in -ly e.g. Bravely, Silently, Cheerfully</li> <li>• Use similes e.g. <i>- As silently as a snake, he crept into the disused mine.</i></li> </ul> <p style="text-align: center;"><b>SPACE</b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>• or, so</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>• if, after, that, before, when</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>• either ... or</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>• e.g. after, before, finally</li> </ul>	<p><b>Simple past</b></p> <ul style="list-style-type: none"> <li>• To show something happened once e.g. He walked to school</li> </ul> <p><b>Past progressive</b></p> <ul style="list-style-type: none"> <li>• To show something was happening continually e.g. He was walking to school</li> </ul> <p><b>Simple present</b></p> <ul style="list-style-type: none"> <li>• To show something that happens now e.g. He walks to school</li> </ul> <p><b>Present progressive</b></p> <ul style="list-style-type: none"> <li>• Use of 'to be' + '-ing'</li> <li>• To show something is happening continually e.g. I am walking to school</li> </ul> <p><b>Subject-verb agreement:</b></p> <ul style="list-style-type: none"> <li>• I like</li> <li>• He/she likes</li> <li>• We like</li> <li>• They like</li> <li>• You like</li> </ul>
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**STANBRIDGE LOWER SCHOOL READING PROGRESSION – Y2**

**WORD READING:**

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Secure phonic decoding until reading is fluent.</li> <li>▪ Read accurately by blending, including alternative sounds for graphemes.</li> <li>▪ Read multisyllable words containing these graphemes.</li> <li>▪ Read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate texts at 90+ words per minute</li> <li>▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ Re-read books to build up their fluency and confidence in word reading</li> <li>▪ Reading Level(s): RW1 – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White</li> </ul>

**COMPREHENSION:**

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read</li> <li>▪ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>▪ Experience non-fiction books that are structured in different ways</li> <li>▪ Learn further poems by heart, reciting with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check that the text makes sense to them as they read and self-correct</li> <li>▪ Ask and answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise simple recurring literary language in stories and poetry</li> <li>▪ Discuss and clarify the meaning of words, linking new meanings to know vocabulary</li> <li>▪ Discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make inferences on the basis of what is being said and done</li> <li>▪ Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

## Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Do you like this story / poem / book? Why? Why not?</li> <li>▪ Which is your favourite part of this story? Why?</li> <li>▪ Can you re-tell ... part of the story?</li> <li>▪ Which ... do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ What happened when ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ How?</li> <li>▪ How did ...?</li>   <li>▪ Where/when is the story set?</li> <li>▪ Who is the main character in the story?</li> <li>▪ Where in the story would you find ...?</li> <li>▪ Is there a good/bad character? How can you tell?</li> <li>▪ Who is telling the story?</li> <li>▪ Is there a problem in this story? What is it?</li> <li>▪ How is the problem resolved?</li> <li>▪ Which is your favourite / worst / funniest / scariest part of the story?</li> <li>▪ Which part of the text should I use to find ...?</li> <li>▪ Why is .... a good name for ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ Which word in the text describes ...?</li> <li>▪ What does this word tell you about the character / setting / mood?</li> <li>▪ Can you think of another way of saying ...?</li> <li>▪ What other words could the author could have used to describe ...?</li> <li>▪ What effect has the author created by repeating the word / phrase ...?</li> <li>▪ Highlight a key phrase or line. By using this word, what effect had the author created?</li> <li>▪ Can you find a noun phrase used to describe ...?</li> <li>▪ Can you find an adjective used to describe ...?</li> <li>▪ Can you find an adverb to describe how ... was done?</li> <li>▪ In the story ... is mentioned a lot. Why?</li> <li>▪ "Quote" ... this means ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you know that ... is ...?</li> <li>▪ What do you think the author meant when they said ...?</li> <li>▪ What do you think ... is saying / thinking / feeling at this point?</li> <li>▪ What would ... say if ...?</li> <li>▪ What happened to make ... feel ...?</li> <li>▪ Can you explain why ...?</li> <li>▪ How does ... make you feel?</li> <li>▪ What do you think this book will be about?</li> <li>▪ Where do you think ... will go next?</li> <li>▪ What do you think ... will say / do next?</li> <li>▪ What might ... do if ...?</li> <li>▪ What will happen to ... next?</li> <li>▪ How do you think the character will react?</li> <li>▪ What sentence or phrase do you think will come next?</li> <li>▪ How does the choice of character or setting affect what will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a sentence to show what happened at the beginning / middle / end</li> <li>▪ Can you number the sentences 1-5 to show the order they happen in the story?</li> <li>▪ What happened after ...?</li> <li>▪ Can you summarise in a sentence the opening / middle / end of the story?</li> <li>▪ In what order do these chapter headings come in the story?</li> <li>▪ Can you sequence the key events in the story?</li> <li>▪ Can you use ... words to sum up this story or non-fiction text.</li> <li>▪ Draw three lines to show where ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Why do you think the main characters are all animals in this book?</li> <li>▪ What one thing would you change about this story? Why?</li> <li>▪ Do you like this text? What do you like the most about it?</li> <li>▪ Can you think of any other stories that start like this?</li> <li>▪ What features might you expect to see in this sort of text?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that ...</li> <li>▪ The character felt ... because ...</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	

<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy two things that ...</li> <li>Tick the statement which is true</li> <li>Put ticks in the table to show which sentences are true and which as false ...</li> <li>Draw four lines to match these ... to ...</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy one word that makes the ....</li> <li>Find 5 adjectives in your book. Now try to use them in your own sentences.</li> <li>Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word.</li> <li>Circle two words that show ...</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry from the point of view of a character who isn't the main character.</li> <li>Create a 'Gingerbread' for a character.</li> <li>Pick one character from the story and write a list of things they would like / dislike.</li> <li>Write three alternative titles for the book.</li> </ul>	<ul style="list-style-type: none"> <li>Make a timeline of events from the story.</li> <li>Make a table / flow chart / to show the order things happened in.</li> <li>Re-write the story in your own words.</li> <li>Put the pictures from the story in order.</li> <li>You've got ... words. Sum up this story.</li> </ul>	

### STANBRIDGE ENGLISH SPINE – YEAR 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>TOPIC</b>	<b>WE ARE THE UNITED KINGDOM</b>	<b>CRIME AND PUNISHMENT</b>	<b>RIVERS</b>	<b>EXTREME WEATHER</b>	<b>AROUND THE WORLD</b>	<b>THE MAYANS</b>
<b>MAIN FOCUS</b>	<u><b>HISTORY</b></u> Significant people Mary Malone, St Patrick, Henry VIII, Rosa Parks	<u><b>HISTORY</b></u>	<u><b>GEOGRAPHY</b></u> <i>Ancient Egypt- What are the secrets of the tombs? Egyptian achievements</i>	<u><b>GEOGRAPHY</b></u> <i>Volcanoes</i>	<u><b>GEOGRAPHY</b></u> <i>Compare and contrast Leighton Buzzard, UK and France</i>	<u><b>HISTORY</b></u> <i>A non-European society</i>
<b>CORE TEXT</b>	<b>Moose</b> by Michael Foreman  <b>I'll take you to Mrs Cole</b> by Michael Foreman	<b>Hansel and Gretel</b> by Anthony Brown (also a read it yourself version) <b>Baba Yaga</b> by Tony Bradman	<b>The Iron Man</b> by Ted Hughes	<b>Sheep Pig</b> by Dick King-Smith  <b>Escape from Pompeii</b> by Christina Balit	<b>The Chronicles of Narnia</b> by C.S Lewis	<b>The Abominables</b> by Eva Ibbotson
<b>EXTRA TEXTS</b>	<b>Dinosaurs and all that rubbish</b>	<b>Baba Yaga and the Stolen Baby</b>	<b>The Selfish Giant</b>  <b>The Egyptians</b>  <b>Rap About Egypt</b>	<b>The Battle of Bubble and Squeak</b> by Philippa Pearce	<b>Around the world in 80 days</b> by <u>Jane Bingham</u>	

<b>WRITING PURPOSE &amp; MAIN TASKS</b>  <b>OTHER TASK IDEAS</b>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting Descriptions</li> <li>Story featuring cultural differences</li> <li>Dialogue</li> </ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>Explanation –</li> <li>News report</li> <li>Police report</li> <li>Story</li> </ul>	<b>WRITING TO PERSUADE</b> <ul style="list-style-type: none"> <li>Advertising Poster and Attraction Visitor Leaflets for ‘Pyramids’</li> <li>How were the pyramids built?</li> <li>Persuasive Speeches</li> </ul>	<b>WRITING TO ENTERTAIN /WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>Diary entry</li> <li>Character description</li> <li>Setting Descriptions</li> <li>News Report – Eruption of Mount Vesuvius</li> <li>Instructions – keeping safe</li> <li>Non-chronological reports</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Biography</li> <li>Story using a portal to enter a different time in history</li> <li>Playscript</li> <li>Postcards/Letters</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>Story using suspense to keep the reader on a cliff hanger</li> <li>Wanted posters</li> <li>Informal Letters</li> </ul>
		<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>Diamante Poems</li> </ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>Simile Poems</li> <li>Word Play Poems</li> </ul>	<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>Haiku</li> </ul>	



## STANBRIDGE LOWER SCHOOL WRITING PROGRESSION – YEAR 3

### NC 2014 PROGRESSION

Y3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them: - <i>prefixes: super-, auto- to form nouns</i> - <i>prefixes: un-, dis-, mis-, sub-, tele-</i> - <i>suffixes: -ness, -ful, -less, -ly</i></li> <li>Spell further homophones</li> <li>Spell words that are often misspelt: <i>e.g. 'ay', 'y' sounding 'i', -gue, -que, 'sh', 'ch', 'ou'</i></li> <li>Place possessive apostrophe accurately in words with regular plurals <i>e.g. girls' boys'</i> and in words with irregular plurals <i>e.g. children's</i></li> <li>Use apostrophe correctly for further contracted forms</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>Create word families based on common words: <i>e.g. - fear, feared, fearful, fears, fearfully</i> <i>- solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></li> <li>Apply rules from Spelling Progression – Y3</li> <li>Write from memory simple sentences dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting: <i>Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme.</li> <li>Create settings, characters and plot</li> <li>Use simple organisational devices <i>e.g. headings and sub-headings</i></li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors</li> <li>Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Begin to adjust the writing to suit 'The Reader's' needs</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation: <ul style="list-style-type: none"> <li>full stops</li> <li>capital letters</li> <li>exclamation marks</li> <li>question marks</li> <li>commas to separate items in a list</li> <li>apostrophes for contracted forms and singular possession.</li> <li>inverted commas for direct speech</li> </ul> </li> <li>Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel <i>e.g. a rock, an umbrella</i></li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'</li> <li>Use the present perfect form of verbs in contrast to the past tense <i>e.g. He has gone out to play contrasted with He went out to play</i></li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Express time, place and cause using: <ul style="list-style-type: none"> <li>conjunctions: <i>e.g. while, so, until, although, even if</i></li> <li>adverbs: <i>e.g. soon, yesterday, always, now, inside</i></li> <li>prepositions: <i>e.g. because of, below, through, beside, with</i></li> </ul> </li> <li>Use fronted adverbials + comma</li> </ul>

### Sentences

Y3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
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<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>Short sentences used for emphasis and to make key points e.g. <i>Sam was unhappy. Visit the farm now.</i></li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: and, but, or, so, for, nor, yet</li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: because, if, after, that, before, when, although, while, until</li> </ul> <p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Know that a phrase does not have a subject and verb but a clause does.</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases: - determiner + adjective + noun + prepositional phrase e.g. <i>the black cat in the basket</i></li> <li>Use prepositions and prepositional phrases: e.g. <i>across, through, by the side of, around the</i></li> <li>Use quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</li> <li>Use possessive adjectives: my, your, his, hers, its, ours, theirs</li> <li>Know that pronouns, nouns and proper nouns can all be the subject of a sentence.</li> </ul> <p><b>Exciting sentences:</b></p> <ul style="list-style-type: none"> <li>B.O.Y.S ~ PC ~ Double -ly ~ If ... if ... if ... then</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate adjectives to give effect, avoiding making the sentence sound laboured.</li> <li>Use sophisticated language e.g. <i>unbelievable, glorious</i></li> <li>Use specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i></li> <li>Use synonyms of verbs e.g. <i>said ~ yelled and walk ~ paced</i></li> <li>Tier 2 Vocabulary – Y3</li> </ul>	<ul style="list-style-type: none"> <li>Use '-ly' fronted adverbials followed by a comma: - e.g. <i>Gleefully, ...</i></li> </ul> <p style="text-align: center;">I SPACE</p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>for, nor, yet (FANBOYS)</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>although, while, until</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>neither ... nor</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. afterwards, soon, in the morning</li> </ul>	<p><b>Irregular simple past</b></p> <ul style="list-style-type: none"> <li>E.g. awake – awoke, blow - blew</li> </ul> <p><b>Past perfect</b></p> <ul style="list-style-type: none"> <li>'had' + past participle</li> <li>To show something happened at an unspecified time e.g. He had walked to school</li> </ul> <p><b>Present perfect</b></p> <ul style="list-style-type: none"> <li>'has/have' + past participle</li> <li>To shows something happens at an unspecified time e.g. He has walked to school (every day this week)</li> </ul>
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### **STANBRIDGE LOWER SCHOOL READING PROGRESSION – Y3**

**WORD READING:**

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i></li> <li>Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate (Gold Level) texts at 90+ words per minute</li> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s): RWI - Grey Book Bands - Gold, White</li> </ul> <p><i>Fluency is developed by choral reading and echo reading</i></p>

**COMPREHENSION:**

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
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<b>NC 2014</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with a wide range of books and retell some of these orally</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding</li> <li>Ask questions to improve their understanding of a text</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>Use appropriate terminology when discussing texts e.g. <i>plot, character, setting</i></li> <li>Learn the skill of 'skim and scan' to retrieve details</li> <li>Generate a variety of literal and inferential questions to help them understand the text further</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Explain the meaning of words in context</li> <li>Begin to find the meaning of new words using substitution within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied in the text</li> <li>Use relevant prior knowledge to make predictions</li> <li>Use details from the text to form further predictions</li> <li>Begin to use quotations from the text to support opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Begin to distinguish between the important and less important information in a text</li> <li>Give a brief verbal summary of what they have read</li> <li>Teachers begin to model how to record summary writing</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Introduce the idea of story 'themes' e.g. <i>Learning a lesson, friendship, trust</i></li> </ul>
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### Y3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>What is your favourite book?</li> <li>Who is your favourite author?</li> <li>Which character would you most like to meet? Why?</li> <li>What would you say to ... if you met them?</li> <li>How does the structure of this book differ to the other books you've read?</li> <li>Why has the author chosen these chapter headings?</li> <li>Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Who is ...?</li> <li>What did ...?</li> <li>When did ...?</li> <li>Where does ...?</li> <li>How did ...?</li> <li>How would you describe this story / text?</li> <li>What genre is this text? How do you know?</li> <li>Where does the story take place?</li> <li>What does the main character look like?</li> <li>Where does the main character live?</li> <li>How does the main character behave?</li> <li>When is the story set?</li> <li>What can you learn about ... from this section?</li> </ul>	<ul style="list-style-type: none"> <li>Can you find one word in the text which means ...?</li> <li>Which word most closely matches the meaning of the word ...</li> <li>Which of these words is a synonym for ...?</li> <li>What does the word ... tell you about ...?</li> <li>Can you find and copy one word meaning ...?</li> <li>Can you find and highlight the word that is closest in meaning to ...?</li> <li>Can you find a word or phrase which shows / suggests that ...?</li> <li>Can you circle the correct option to complete this sentence ...?</li> <li>Which words do you think are the most important? Why?</li> </ul>	<ul style="list-style-type: none"> <li>What makes you think ...? Give evidence.</li> <li>What impression do you get of ...? Why?</li> <li>Why did ... behave like this?</li> <li>How can you tell that ...?</li> <li>What was ... thinking when ...?</li> <li>How was ... different after ...?</li> <li>What do you think the text is going to be about?</li> <li>Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> <li>How do you think the story will develop next?</li> <li>Do you think the character will change their behaviour in the future? Why?</li> </ul>	<ul style="list-style-type: none"> <li>What's the main point in this paragraph?</li> <li>Can you summarise in a sentence the opening / middle / end of the story?</li> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What was the first thing that happened in the story?</li> <li>What happened after ...?</li> <li>In what order do these chapter headings occur?</li> </ul>	<ul style="list-style-type: none"> <li>Whose point of view is the story told from?</li> <li>In what way is ... like ...?</li> <li>What are the clues that a character is liked / disliked / feared etc?</li> <li>What is similar / different about the characters ... and ...?</li> <li>How has the character changed during the story?</li> <li>Who has the author written this text for?</li> <li>When might someone choose to read this book?</li> <li>Why has the author used chapter headings?</li> <li>How does the title or chapter heading make you want to read on?</li> <li>Which section was the most interesting / exciting part?</li> </ul>

ANSWER STEMS	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ....</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ....</li> </ul>
POSSIBLE TASKS	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture of a character / setting and label it with words from the text.</li> <li>▪ Show me, tell me</li> <li>▪ Write down three things you are told about the character / setting.</li> <li>▪ Multiple choice questions.</li> <li>▪ Circle the right answer.</li> <li>▪ Tick the box with the correct word / phrase in it.</li> <li>▪ Write down 5 facts you've learnt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of words and phrases the author uses to describe the setting.</li> <li>▪ Substitute the highlighted words from the text with synonyms.</li> <li>▪ Draw and label a picture of a setting from the story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a diary entry about an event from the book as one of the characters.</li> <li>▪ Write a character's thoughts in a thought bubble.</li> <li>▪ Make a list of things the character would like / dislike.</li> <li>▪ Create a 'Gingerbread' for one of the characters.</li> <li>▪ Draw a picture to show the next setting / event of the story</li> <li>▪ Using the clues to infer meaning - chart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a blurb for the book.</li> <li>▪ Draw a story mountain or story map to show the events in the story.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> <li>▪ Summarise the story in 5 bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw and label a picture of the main character at the start, middle and end of the story.</li> <li>▪ Label the different parts of the text.</li> <li>▪ Write an author 'thought bubble' stating who they wrote for and why.</li> <li>▪ List 5 people who should read this book, with reasons.</li> </ul>

**STANBRIDGE ENGLISH SPINE – YEAR 4**

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>TOPIC</b>	<b>VIKINGS VS ANGLO SAXONS</b>	<b>INCREDIBLE INDIA</b>	<b>LOCAL HISTORY</b>	<b>THE ROMANS IN BRITAIN</b>	<b>WW2</b>	<b>WATER WORLD</b>
<b>MAIN FOCUS</b>	<u><b>HISTORY</b></u> <i>British settlements</i>	<u><b>GEOGRAPHY</b></u>	<u><b>HISTORY</b></u> <i>Leighton Buzzard and Linslade through the ages</i>	<u><b>HISTORY</b></u> <i>Europe. Roman Britain The Roman Empire</i>	<u><b>HISTORY</b></u> <i>WW2 A child's eye from the home front</i>	<u><b>GEOGRAPHY</b></u>
<b>CORE TEXT</b>	<b>Zoo by Anthony Brown</b>  <b>Silly Billy by Anthony Brown</b>	<b>Seasons of Splendour by Madhur Jaffery</b>	<b>Charlotte's Web by E.B White</b>	<b>The Roman Record</b>	<b>Why the Whales Came by Michael Morrurgo</b>  <b>The Diary of Anne Frank (Abridged for young readers)</b>	<b>Bill's New Frock by Anne Fine</b>  <b>The Firework-maker's Daughter by Philip Pullman</b>
<b>EXTRA TEXTS</b>	<b>Willy the Wimp</b>  <b>Piggybook by Anthony Brown</b>			<b>Romans on the Rampage</b>  <b>Roman Myths</b>	<b>Britain Yesterday and Today</b>	
<b>WRITING PURPOSE &amp; MAIN TASKS</b>  <b>OTHER TASK IDEAS</b>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>▪ Letters – formal and informal</li> <li>▪ Recount</li> </ul> <ul style="list-style-type: none"> <li>▪ Explanation –</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>▪ Story featuring a warning for the main character</li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>▪ Playscript</li> <li>▪ Story</li> </ul>	<b>WRITING TO INFORM</b> <ul style="list-style-type: none"> <li>▪ News reports</li> <li>▪ Recounts</li> <li>▪ <b>Fact Files</b></li> </ul>	<b>WRITING TO ENTERTAIN</b> <ul style="list-style-type: none"> <li>▪ Story set in a historical setting</li> <li>▪ <b>Diary entry</b></li> </ul>	<b>WRITING TO PERSUADE</b> <ul style="list-style-type: none"> <li>▪ Persuasive letters</li> <li>▪ <b>Posters</b></li> <li>▪ <b>Leaflets</b></li> </ul>
		<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>▪ <b> kennings</b></li> </ul>		<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>▪ <b> Rhyming Couplets</b></li> </ul>	<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>▪ <b> War Poems</b></li> </ul>	<b>WRITING POETRY</b> <ul style="list-style-type: none"> <li>▪ <b> Tetractys</b></li> <li>▪ <b> Word Play</b></li> </ul>

## STANBRIDGE WRITING PROGRESSION – YEAR 4

### NC 2014 PROGRESSION

Y4	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them:               <ul style="list-style-type: none"> <li>- prefixes: <i>anti-, inter-</i> to form nouns</li> <li>- prefixes: <i>in-, im-, ir-, il-</i> to form antonyms</li> <li>- prefixes: <i>un-, dis-, mis-, ex-, non-</i></li> <li>- suffixes: <i>-ing, -er, -en, -ed</i></li> <li>- suffix <i>-ly</i></li> </ul> </li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt:               <ul style="list-style-type: none"> <li>- 'gu' words, <i>-sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous</i></li> <li>- plural nouns ending in 'o'</li> <li>- plural nouns ending in 'y': change 'y' to 'i' and add 'es'</li> <li>- verbs ending in 'y': change 'y' to 'i' and add 'es'</li> </ul> </li> <li>• Place possessive apostrophe accurately in words with regular plurals <i>e.g. girls' boys'</i> and in words with irregular plurals <i>e.g. children's</i></li> <li>• Use apostrophe correctly for further contracted forms</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Create word families based on common words: <i>e.g. -sign ~ signal ~ unsigned ~ assign ~ resign ~ design</i></li> <li>• Apply rules from Spelling Progression – Y4</li> <li>• Write from memory simple sentences dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting: <i>Ensure that the downstrokes of letters are parallel and equidistant</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plot</li> <li>• Use simple organisational devices <i>e.g. headings and sub-headings</i></li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Awareness of 'The Reader' and adapt writing accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation:               <ul style="list-style-type: none"> <li>○ full stops</li> <li>○ capital letters (titles and languages)</li> <li>○ exclamation marks</li> <li>○ question marks</li> <li>○ commas for lists</li> <li>○ apostrophes for contracted forms and singular possession.</li> <li>○ inverted commas for direct speech</li> </ul> </li> <li>• Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel <i>e.g. a rock, an umbrella</i></li> <li>• <b>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'.</b></li> <li>• Use the present perfect form of verbs in contrast to the past tense <i>e.g. He has gone out to play contrasted with He went out to play.</i></li> <li>• <b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></li> <li>• Express time, place and cause using:               <ul style="list-style-type: none"> <li>- conjunctions: as, since, unless, however, even though</li> <li>- adverbs: here, therefore, frequently, everywhere</li> <li>- prepositions: underneath, against, atop, from, towards</li> </ul> </li> <li>• <b>Use fronted adverbials + comma</b></li> </ul>

### Sentence PROGRESSION

Y4	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
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<p><b>Simple &amp; Compound:</b></p> <ul style="list-style-type: none"> <li>Vary long and short sentences for effect.</li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>Use a range of subordinating conjunctions to join sentences.</li> </ul> <p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Use adverbial phrases, noun phrases and prepositional phrases</li> <li>Use a drop-in clause with an '-ing' verb e.g. <i>Tom, smiling secretly, hid the magic potion book</i></li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases: - determiner + adjective + noun + phrase e.g. <i>the strict teacher with the grey beard.</i></li> <li>Use prepositions and prepositional phrases e.g. <i>underneath, against, atop, from, towards, across</i></li> <li>Use adjectives ending in -ed e.g. <i>frightened, scared etc</i></li> <li>Use a sentence that gives three actions e.g. <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></li> <li>Use specific determiners: <i>their, whose, this, that, these, those, which</i></li> <li>Use a mixture of nouns and pronouns to avoid repetition e.g. <i>John, Mr Price, he, his, him ~ The labyrinth, the maze, it, its</i></li> <li>Know that a preposition requires an object and an adverb doesn't.</li> </ul> <p><b>Exciting sentences:</b></p> <ul style="list-style-type: none"> <li>Verb, person ~ The more..., the more... ~ 2 pairs ~ Ad, same Ad</li> </ul>	<ul style="list-style-type: none"> <li>Use sophisticated language e.g. <i>abundant, menacingly</i></li> <li>Use of further specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i></li> <li>Use synonyms and antonyms of verbs e.g. <i>said ~ announced ~ whispered and walk ~ trudged ~ galloped</i></li> <li>Tier 2 Vocabulary – Y4</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions e.g. - <i>Although it was raining heavily, they still went to play in the park.</i></li> <li>Use fronted adverbials followed by a comma: - Prepositions e.g. <i>Behind the shed, the spider was silently waiting for his prey</i></li> <li>- '-ing' words e.g. <i>Worrying about his mum, Tom slowly walked to school.</i></li> </ul> <p style="text-align: center;"><b>ISPACE</b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>and, but, or, so, for, nor, yet (FANBOYS)</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>after, although, as, while, when, until, because, before, if, since (AAAWWUBBIS)</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>both ... and</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. already, meanwhile, once</li> </ul>	<p><b>Present perfect</b></p> <ul style="list-style-type: none"> <li>'has/have' + past participle</li> <li>To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i></li> </ul> <p><b>Past perfect</b></p> <ul style="list-style-type: none"> <li>'had' + past participle + -ing</li> <li>To show something happened at an unspecified time e.g. <i>He had been walking to school</i></li> </ul> <p><b>Modal verbs</b></p> <ul style="list-style-type: none"> <li>Used for possibility, ability and permission: - can, can't - could, couldn't - may, might, might not</li> <li>Used for advice: - should, shouldn't</li> </ul>
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### STANBRIDGE LOWER SCHOOL READING PROGRESSION – Y4

**WORD READING:**

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im-, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i></li> <li>Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowLedge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate (Lime) texts at 90+ words per minute</li> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s): Book Bands – Lime, Brown</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading</p>

**COMPREHENSION:**

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
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NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ Reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ Increase familiarity with a wide range of books and retell some of these orally</li> <li>▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ Recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that the text makes sense to them, discussing their understanding</li> <li>▪ Ask questions to improve their understanding of a text</li> <li>▪ Retrieve and record information from non-fiction</li> <li>▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>▪ <b>Confidently skim and scan texts to locate key words and phrases.</b></li> <li>▪ <b>Generate a variety of literal questions.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use dictionaries to check the meaning of word they have not read</li> <li>▪ Discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ Explain the meaning of words in context</li> <li>▪ <b>Find the meaning of new words using the context of new sentences.</b></li> <li>▪ <b>Link new words to other words they already know.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ Predict what might happen from details stated and implied in the text</li> <li>▪ <b>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</b></li> <li>▪ <b>Consolidate the skill of justifying predictions using a specific reference point in the text.</b></li> <li>▪ <b>Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these</li> <li>▪ <b>Write a brief summary of the main points, identifying and using important information.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify themes and conventions in a wide range of books</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ Refer to authorial style, overall themes and features</li> <li>▪ <b>Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear,</b></li> </ul>
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### Y4 RESPONSES TO READING

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
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QUESTION STEMS	<ul style="list-style-type: none"> <li>▪ What is your favourite book?</li> <li>▪ Who is your favourite author?</li> <li>▪ Which character would you most like to meet? Why?</li> <li>▪ What would you say to ... if you met them?</li> <li>▪ How does the structure of this book differ to the other books you've read?</li> <li>▪ Why has the author chosen these chapter headings?</li> <li>▪ Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who had ...?</li> <li>▪ Who did ...?</li> <li>▪ What happened to ...?</li> <li>▪ What does ... do?</li> <li>▪ When was ...?</li> <li>▪ When ... happened, what did ...?</li> <li>▪ Where was ... when ...?</li> <li>▪ How often ...?</li> <li>▪ How ... is ...?</li> <li>▪ Who are the key characters in the story?</li> <li>▪ What is happening at this point in the story?</li> <li>▪ Through whose eyes is the story told?</li> <li>▪ Where in the book would you find ...?</li> <li>▪ Where does the story take place?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you find and highlight the word that is closest in meaning to ...?</li> <li>▪ What is the meaning of the word ... in this sentence?</li> <li>▪ Can you circle a word that means the same as ...?</li> <li>▪ What other words could the author have used?</li> <li>▪ Which word is a synonym / antonym of ...?</li> <li>▪ What does this phrase ... mean?</li> <li>▪ Which words give us the impression that the main character is ...?</li> <li>▪ Which words give us the impression that the setting is ...?</li> <li>▪ Which words give us the impression that the mood is ...?</li> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ How do these words make the reader feel ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which words give you the impression that ...?</li> <li>▪ How does this paragraph suggest ...?</li> <li>▪ How do the descriptions of ... show ...?</li> <li>▪ How can you tell that ...?</li> <li>▪ How do you think ... feels about ...?</li> <li>▪ What can you tell about ... from their appearance?</li> <li>▪ Why do you think the author chose this setting?</li> <li>▪ How does the front cover give us clues about the text?</li> <li>▪ What does this paragraph suggest will happen next? What makes you think this?</li> <li>▪ How do you think ... will react to this situation?</li> <li>▪ What do we need to know in order to ...?</li> <li>▪ What do you think is likely to happen when ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the main point in this paragraph?</li> <li>▪ Can you describe what has happened in this chapter?</li> <li>▪ Can you describe what happened in three sentences?</li> <li>▪ Is there anything you know now that you didn't know before?</li> <li>▪ What moment do you remember most from ...?</li> <li>▪ Which of the following would be the most suitable summary of the whole text?</li> <li>▪ Based on what you have read, what does the last paragraph suggest might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>▪ What is the theme underneath the story? Does this story have a moral / message?</li> <li>▪ Which is the most important part of the story? Justify your choice.</li> <li>▪ Compare how the characters are reacting to this problem. Who deals best with the situation?</li> <li>▪ What does the author want you to feel after reading this story?</li> <li>▪ What is the author's point of view?</li> <li>▪ How does the author engage the reader?</li> <li>▪ How has the author organised the text? Why?</li> <li>▪ How does the structure of this text help us?</li> <li>▪ In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text</li> </ul>
ANSWER STEMS	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ....</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ....</li> </ul>
POSSIBLE TASKS	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write 3 facts about a character / setting.</li> <li>▪ Complete the table of facts / events</li> <li>▪ Create / answer a 'True of False' grid about the book</li> <li>▪ Write 5 quiz questions to ask someone about the book.</li> <li>▪ Match the picture to the description</li> </ul>	<ul style="list-style-type: none"> <li>▪ Order the synonyms based on the strength of the emotion that the word evokes</li> <li>▪ Substitute the highlighted words from the text with synonyms/antonyms</li> <li>▪ Copy an adverb from the text and list actions that can be done in this way.</li> <li>▪ Annotate a drawing from the story with words and phrases it depicts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reader thought bubble showing how an event makes the reader feel</li> <li>▪ Tick the choice of words to finish a character's sentence</li> <li>▪ Write three alternative titles for the story - explain why you have chosen them.</li> <li>▪ Complete a 'show not tell' grid for a character.</li> <li>▪ Character feelings wheel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>▪ Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>▪ Photograph template to record the moment remembered the most with reasons why</li> </ul>	<ul style="list-style-type: none"> <li>▪ List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>▪ Scroll template to record what the moral or message of the story is</li> <li>▪ Organisational features matching game.</li> <li>▪ Annotate an example of the text type to show the organisational features.</li> </ul>

## SPELLING PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<p><b>NC</b></p> <ul style="list-style-type: none"> <li>▪ sounds ff, ll, ss, zz, ck</li> <li>▪ sound spelt n before k</li> <li>▪ -tch</li> <li>▪ 'V' sound at end of words</li> <li>▪ ai oi</li> <li>▪ ay oy</li> <li>▪ a—e_u_e—e_u_j—e_u_o—e_u—e</li> <li>▪ ar</li> <li>▪ ee</li> <li>▪ ea (sea) ~ ea (head)</li> <li>▪ er (her) ~ er (better)</li> <li>▪ ir</li> <li>▪ ur</li> <li>▪ oo (food) ~ oo (book)</li> <li>▪ oa</li> <li>▪ oe</li> <li>▪ ou</li> <li>▪ ow (now) ~ ow (own)</li> <li>▪ ue (blue)</li> <li>▪ ew (new)</li> <li>▪ ie (lie) ~ ie (chief)</li> <li>▪ igh</li> <li>▪ or</li> <li>▪ ore</li> <li>▪ aw</li> <li>▪ au</li> <li>▪ air</li> <li>▪ ear (dear) ~ aer (bear)</li> <li>▪ are</li> <li>▪ words ending —y</li> <li>▪ ph</li> <li>▪ wh</li> <li>▪ k (kit)</li> </ul>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- 'ge', 'dge', 'j'</li> <li>- 'c' before 'e', 'i' and 'y'</li> <li>- 'kn' and 'gn' at start of words</li> <li>- 'w' at start of words</li> <li>- '-le', '-el', '-al', '-il' endings</li> <li>- 'y' at end of words</li> <li>- '-es' to words ending 'y'</li> <li>- 'a' before 'l' and 'll'</li> <li>- 'ey' (key)</li> <li>- 'a' after 'w' and 'qu'</li> <li>- 'or' after 'w' (word)</li> <li>- 'ar' after 'w' (war)</li> <li>- '-tion' (station)</li> <li>- 'o' (other) (not NNS)</li> <li>- 's' (treasure) (not NNS)</li> </ul> <p><b>Homophones:</b></p> <p>be/bee ~ see/sea ~ blue/blew ~ flour/flower ~ bare/bear ~ one/won ~ sun/son ~ saw/sore ~ hole/whole ~ to/too/two</p> <p>night/knight ~ quite/quiet</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- prefixes: un-, dis-, mis-, sub-, tele-, super-, auto-</li> <li>- suffixes: -ness, -ful, -less, -ly</li> <li>- double last letter before adding -ing, -er, -ed</li> <li>- 'y' sounding 'i'</li> <li>- 'ou' words</li> <li>- suffix '-ly'</li> <li>- 'k' sound spelt 'ch'</li> <li>- 'sh' sound spelt 'ch'</li> <li>- '-gue' and '-que' endings</li> <li>- 'ei', 'eigh', 'ey' sounding 'ay'</li> </ul> <p><b>Homophones:</b></p> <p>by/buy/bye ~ there/their/they're ~ your/you're ~ which/witch ~ brake/break ~ grate/great ~ ate/eight ~ wait/weight ~ hear/hear ~ heard/herd ~ knot/not ~ meat/meet ~ missed/mist ~ right/write ~ lead/led ~ fair/fare ~ mail/male ~ main/mane ~ steal/steel ~ passed/past ~ scene/seen ~ peace/piece ~ heal/heel/he'll ~ aloud/allowed ~ rain/rein/reign</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- prefixes: in-, im-, ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</li> <li>- suffixes: -ing, -er, -en, -ed, -ly, -ation, -ous</li> <li>- '-sure' and '-ture' endings</li> <li>- 'shun' sound spelt: '-sion', '-ssion', '-tion', '-cian'</li> <li>- 's' spelt 'sc'</li> <li>- 'gu-' words</li> </ul> <p><b>Homophones:</b></p> <p>guessed/guest ~ ball/bawl ~ weather/whether ~ medal/meddle ~ threw/through ~ who's/whose ~ root/route ~ side/sighed ~ wood/would ~ stake/steak ~ berry/bury ~ board/bored ~ draft/draught ~ fort/fought ~ caught/court</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>▪ suffixes: -ate, -ise, -ify</li> <li>▪ words ending: -able, -ible, -ably, -ibly</li> <li>▪ add suffixes beginning with vowel letters to words ending in '-fer'</li> <li>▪ words with the 'ee' sound spelt 'ei' after 'c'</li> <li>▪ words containing 'ough'</li> <li>▪ words with silent letters</li> <li>▪ homophones and other words that are often confused</li> </ul> <p><b>Homophones:</b></p> <p>beach/beece ~ plain/plane ~ coarse/course ~ hoard/horde ~ bridal/bridle ~ altar/alter ~ affect/effect ~ aisle/isle ~ cereal/serial ~ throne/thrown ~ farther/father ~ morning/mourning pedal/peddle ~ groan/grown ~ check/cheque ~ bald/bawled ~ foreword/forward ~ bazaar/bizarre ~ rung/wrung ~ billed/build</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>▪ words ending: -cious, -tious</li> <li>▪ words ending: -cial, -tial</li> <li>▪ words ending: -ant, -ance, -ancy, -ent, -ence, -ency</li> <li>▪ words ending: -able, -ible, -ably, -ibly</li> <li>▪ add suffixes beginning with vowel letters to words ending in '-fer'</li> <li>▪ homophones and other words that are often confused</li> </ul> <p><b>Homophones:</b></p> <p>advice/advise ~ device/devise ~ licence/license ~ practice/practise ~ prophecy/prophesy ~ complement/compliment ~ desert/dessert ~ principal/principle ~ stationary/stationery ~ profit/prophet ~ ascent/assent ~ descent/dissent ~ muscle/mussel precede/proceed ~ marshal/martial</p>
	<p><b>Common exception words:</b></p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p><b>Y3/4 Word List:</b></p> <p>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, Earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</p>	<p><b>Y3/4 Word List:</b></p> <p>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember,</p>	<p><b>Y5/6 Word List:</b></p> <p>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, foreign, forty, frequently, government, identity, immediate, immediately, individual, interrupt, lightning, neighbour, occupy, occur, opportunity, parliament,</p>	<p><b>Y5/6 Word List:</b></p> <p>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary,</p>

<p><b>Common exception words:</b> the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p><b>Contractions:</b> can't ~ didn't ~ hasn't ~ couldn't ~ it's ~ I'll ~ I'm ~ they're ~ couldn't ~ wouldn't ~ shouldn't</p>	<p><b>Contractions:</b> isn't ~ won't ~ don't ~ doesn't ~ I've ~ you've ~ she's ~ there's ~ we'll ~ we're ~ hadn't ~ they'll ~ she'll ~ aren't ~ they've ~ weren't ~ mustn't ~ haven't ~ where's ~ you'll</p>	<p>separate, strength, suppose, though, although, thought, through, various, weight</p>	<p>persuade, programme, queue, recognise, recommend, rhyme, rhythm, secretary, shoulder, suggest, symbol, system, variety, vegetable</p>	<p>nuisance, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, sacrifice, signature, sincere(ly), soldier, stomach, sufficient, temperature, thorough, twelfth, vehicle, yacht</p>
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## VOCABULARY PROGRESSION

### NC English Key Vocabulary

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ finger space</li> <li>▪ letter</li> <li>▪ word</li> </ul>	<ul style="list-style-type: none"> <li>▪ letter</li> <li>▪ sound</li> <li>▪ word</li> <li>▪ singular</li> <li>▪ plural</li> <li>▪ punctuation</li> <li>▪ capital letter</li> <li>▪ full stop</li> <li>▪ question mark</li> <li>▪ exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>▪ noun</li> <li>▪ noun phrase</li> <li>▪ statement</li> <li>▪ question</li> <li>▪ exclamation</li> <li>▪ command</li> <li>▪ compound</li> <li>▪ adjective</li> <li>▪ verb</li> <li>▪ suffix</li> <li>▪ adverb</li> <li>▪ tense (past, present)</li> <li>▪ apostrophe</li> <li>▪ comma</li> </ul>	<ul style="list-style-type: none"> <li>- adverb</li> <li>- preposition</li> <li>- conjunction</li> <li>- word family</li> <li>- prefix</li> <li>- clause</li> <li>- subordinate clause</li> <li>- direct speech</li> <li>- consonant</li> <li>- vowel</li> <li>- inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>- determiner</li> <li>- possessive pronoun</li> <li>- adverbial</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb</li> <li>▪ relative pronoun</li> <li>▪ relative clause</li> <li>▪ parenthesis</li> <li>▪ bracket</li> <li>▪ dash</li> <li>▪ cohesion</li> <li>▪ ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>▪ subject</li> <li>▪ object</li> <li>▪ active</li> <li>▪ passive</li> <li>▪ synonym</li> <li>▪ antonym</li> <li>▪ ellipsis</li> <li>▪ hyphen</li> <li>▪ colon</li> <li>▪ semi-colon</li> <li>▪ bullet points</li> </ul>

### Vocabulary

**These words have been selected due to the appropriateness for each year group in addition to matching them with the topics and themes studied in each year group.**

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
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▪ area (1)	▪ accompany (8)	- abandon (8)	- anticipated (9)	- accommodati (9)	▪ administration (2)	▪ accumulation (8)
▪ assembly (10)	▪ accurate (6)	- approach (1)	- analysis (1)	on (4)	▪ acquisition (2)	▪ ambiguous (8)
▪ available (1)	▪ appreciation (8)	- appropriate (2)	- assessmen (1)	- adequate (9)	▪ advocate (7)	▪ assurance (9)
▪ challenge (5)	▪ assume (1)	- approximat (4)	t (6)	- anticipated (8)	▪ amendment (5)	▪ attributed (4)
▪ collapse (10)	▪ attitude (4)	- e (1)	- assigned (7)	- clarity (9)	▪ analogy (9)	▪ colleagues (10)
▪ consequences (2)	▪ aware (5)	- benefit (6)	- comprehen (3)	- coincide (3)	▪ authority (1)	▪ commodity (8)
▪ create (1)	▪ bulk (9)	- capable (9)	sive (2)	- compensatio (10)	▪ coherence (9)	▪ conformity (8)
▪ cycle (4)	▪ contact (5)	- ceases (9)	- criteria (3)	n (9)	▪ constraints (3)	▪ consent (3)
▪ error (4)	▪ devoted (9)	- commence (4)	- cultural (7)	- compiled (1)	▪ diminished (9)	▪ consumer (2)
▪ focus (2)	▪ display (6)	d (7)	- deduction (6)	- confined (5)	▪ discretion (5)	▪ controversy (9)
▪ image (5)	▪ duration (9)	- communica (2)	- differentiati (8)	- consistent (9)	▪ distinction (2)	▪ corporate (3)
▪ individual (1)	▪ identified (1)	tion (3)	- on (7)	- consultation (8)	▪ distorted (9)	▪ derived (1)
▪ instructions (6)	▪ initial (3)	- confirmed (9)	- discriminati (6)	- contradiction (1)	▪ enhanced (6)	▪ enforcement (5)
▪ location (3)	▪ inspection (8)	- constructio (1)	on (3)	- detected (10)	▪ established (1)	▪ entities (5)
▪ manual (9)	▪ issues (1)	- (4)	- displaceme (10)	- distribution (4)	▪ facilitate (5)	▪ ethical (9)
▪ mature (9)	▪ objective (5)	- contribution (3)	nt (8)	- forthcoming (4)	▪ hierarchical (7)	▪ finite (7)
▪ project (4)	▪ participation (2)	- convinced (5)	- disposal (7)	- implementati (10)	▪ innovation (7)	▪ fluctuations (8)
▪ release (7)	▪ policy (1)	- definition (4)	- diversity (3)	on (6)	▪ integrity (10)	▪ fundamental (5)
▪ rigid (9)	▪ portion (9)	- emerged (9)	- dominant (4)	- implications (1)	▪ intrinsic (10)	▪ hypothesis (4)
▪ route (9)	▪ previous (2)	- ensure (2)	- encountere (7)	- inclination (2)	▪ labour (1)	▪ ignorance (6)
▪ similar (1)	▪ primary (2)	- equivalent (5)	d (9)	- incorporated (8)	▪ parameters (8)	▪ integral (9)
▪ styles (10)	▪ process (1)	- investigatio (10)	- implicit (5)	- interpretation (5)	▪ practitioners (8)	▪ invoked (10)
▪ text (2)	▪ prohibited (7)	- n (7)	- isolated (6)	- investment (8)	▪ procedure (1)	▪ legislation (1)
▪ traditional (2)	▪ purchase (2)	- minimal (3)	- justification (3)	- manipulation (5)	▪ proportion (3)	▪ preliminary (9)
▪ visual (8)	▪ random (8)	- obtained (8)	- mechanism (1)	- perspective (4)	▪ regulations (2)	▪ protocol (9)
	▪ reluctant (10)	- orientation (8)	- media (3)	- predominantl (4)	▪ restricted (2)	▪ radical (8)
	▪ resident (2)	- persistent (6)	- mutual (1)	y (9)	▪ stability (5)	▪ rational (6)
	▪ response (1)	- quotation (2)	- precise (9)	- pursue (3)	▪ sufficient (3)	▪ supplementary (9)
	▪ sequence (3)	- reaction (4)	- presumptio (1)	- regime (7)	▪ underlying (6)	▪ termination (8)
	▪ temporary (8)	- reinforced (8)	n (7)	- retained (4)	▪ validity (3)	▪ violation (9)
		- restore	- reliance	- scenario		
		- revealed	- required	- specified		
		- strategies	- scheme	- submitted		
		- summary	- specific	- subsequent		
		- tension	- suspended			
			- variables			
			- voluntary			

## CONJUNCTIONS & ADVERBIALS PROGRESSION

- The conjunctions and adverbials progression document has been created in line with the NC English Programme of Study, the appropriateness of the language choice for each year as well as the topics and themes studied in each year group.
- The vocabulary in each box will be learnt/used in each that group when writing to entertain, writing to inform, writing to persuade and writing to discuss.
- Vocabulary from subsequent year groups, as well as vocabulary not shown on the lists, may be used if deemed appropriate for the task.
- Vocabulary previously learnt will be revisited in subsequent year groups.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>Conjunctions</b>	<b>Co-ordinating:</b> <ul style="list-style-type: none"> <li>▪ and, but</li> </ul> <b>Subordinating:</b> <ul style="list-style-type: none"> <li>▪ because</li> </ul>	<b>Co-ordinating:</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Subordinating:</b> <ul style="list-style-type: none"> <li>▪ if, after, that, before</li> </ul>	<b>Co-ordinating:</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Subordinating:</b> <ul style="list-style-type: none"> <li>▪ although, while, until</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>▪ either ... or</li> <li>▪ neither ... nor</li> </ul>	<b>Co-ordinating:</b> <ul style="list-style-type: none"> <li>• ALL</li> </ul> <b>Subordinating:</b> <ul style="list-style-type: none"> <li>• as, when, since</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>▪ both ...and</li> <li>• so ... as</li> </ul>
<b>Connectives</b>  <b>Conjunctions</b> ~ <b>Adverbs</b> ~ <b>Adverbial Phrases</b> ~ <b>Prepositions</b> ~ <b>Noun phrases</b>			<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>▪ also</li> <li>▪ as well as</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• as long as</li> <li>• however</li> <li>• instead of</li> <li>• unless</li> <li>• unlike</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• because of this</li> <li>• in order to</li> <li>• so that</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• for example</li> <li>• in conclusion</li> <li>• such as</li> <li>• certainly</li> <li>• clearly</li> </ul>	<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>▪ in addition</li> <li>▪ in the same way</li> <li>▪ just as</li> <li>▪ one reason is</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• even though</li> <li>• for instance</li> <li>• in contrast</li> <li>• on the other hand</li> <li>• otherwise</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• as a result of</li> <li>• therefore</li> <li>• this causes</li> <li>• this results in</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• a few</li> <li>• first of all</li> <li>• for instance</li> <li>• in the end we concluded</li> <li>• most</li> <li>• most importantly</li> <li>• surely</li> <li>• probably</li> </ul>

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>Adverbials of time</b>	<ul style="list-style-type: none"> <li>▪ first</li> <li>▪ firstly</li> <li>▪ last</li> <li>▪ next</li> <li>▪ second</li> <li>▪ then</li> <li>▪ at first</li> </ul>	<ul style="list-style-type: none"> <li>▪ after</li> <li>▪ before</li> <li>▪ during</li> <li>▪ earlier</li> <li>▪ eventually</li> <li>▪ finally</li> <li>▪ later</li> <li>▪ at last</li> <li>▪ in the end</li> <li>▪ the next day</li> <li>▪ on Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>- afterwards</li> <li>- always</li> <li>- early</li> <li>- soon</li> <li>- tomorrow</li> <li>- until</li> <li>- when</li> <li>- while</li> <li>- yesterday</li> <li>▪ in the morning</li> <li>- later that day</li> </ul>	<ul style="list-style-type: none"> <li>• already</li> <li>• immediately</li> <li>• initially</li> <li>• meanwhile</li> <li>• once</li> <li>• sometimes</li> <li>• whenever</li> <li>• a few days ago <ul style="list-style-type: none"> <li>- before long</li> <li>- in January</li> </ul> </li> <li>• in the beginning</li> <li>• next year</li> <li>• after a while</li> <li>▪ as soon as she could</li> <li>▪ at that point</li> <li>• in the beginning</li> <li>• in the blink of an eye</li> <li>• in the mean time</li> <li>▪ never before</li> <li>• several hours later</li> <li>• sometime later</li> <li>• up to that time</li> <li>▪ within moments</li> </ul>
<b>Adverbials of frequency</b>	<ul style="list-style-type: none"> <li>▪ again</li> <li>▪ every day</li> <li>▪ every week</li> </ul>	<ul style="list-style-type: none"> <li>▪ always</li> <li>▪ at times</li> <li>▪ every now and then <ul style="list-style-type: none"> <li>- every second</li> </ul> </li> <li>▪ often</li> <li>▪ on Mondays</li> <li>▪ usually</li> </ul>	<ul style="list-style-type: none"> <li>▪ from time to time <ul style="list-style-type: none"> <li>- hourly</li> <li>- monthly</li> <li>- never</li> <li>- rarely</li> <li>- sometimes</li> <li>- weekly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• generally</li> <li>• normally</li> <li>• once a month</li> <li>• once in a while</li> <li>• recently <ul style="list-style-type: none"> <li>- regularly</li> </ul> </li> <li>• twice a year</li> <li>• constantly</li> <li>• frequently</li> <li>• increasingly <ul style="list-style-type: none"> <li>- infrequently</li> <li>- nearly always</li> </ul> </li> <li>• occasionally</li> <li>• repeatedly</li> </ul>

<b>Adverbials of manner</b>	<ul style="list-style-type: none"> <li>- gladly</li> <li>- loudly</li> <li>- quickly</li> <li>- sadly</li> <li>- slowly</li> <li>- suddenly</li> <li>- as quick as a flash</li> <li>- as brave as a lion</li> </ul>	<ul style="list-style-type: none"> <li>- bravely</li> <li>- carefully</li> <li>- cheerfully</li> <li>- cruelly</li> <li>- foolishly</li> <li>- nervously</li> <li>- safely</li> <li>- shyly</li> <li>- silently</li> <li>- weakly</li> <li>- as silently as</li> <li>- as bravely as</li> <li>- like a</li> </ul>	<ul style="list-style-type: none"> <li>- angrily</li> <li>- basically</li> <li>- dramatically</li> <li>- fortunately</li> <li>- gently</li> <li>- hungrily</li> <li>- luckily</li> <li>- merrily</li> <li>- mysteriously</li> <li>- rapidly</li> <li>- simply</li> <li>- as soon as</li> <li>- as a result of</li> </ul>	<ul style="list-style-type: none"> <li>▪ accidentally</li> <li>▪ busily</li> <li>▪ courageously</li> <li>▪ curiously</li> <li>▪ frantically</li> <li>▪ humbly</li> <li>▪ nobly</li> <li>▪ noisily</li> <li>▪ obviously</li> <li>▪ possibly</li> <li>▪ unfortunately</li> <li>▪ holding her head</li> <li>▪ laughing uncontrollably</li> <li>▪ without a sound</li> <li>▪ anxiously</li> <li>▪ awkwardly</li> <li>▪ naturally</li> <li>▪ solemnly</li> <li>▪ ultimately</li> <li>▪ unexpectedly</li> <li>▪ frightened of</li> <li>▪ frustrated by</li> <li>▪ hearing the</li> <li>▪ horrified by</li> <li>▪ knowing that</li> <li>▪ relieved that</li> <li>• without a thought</li> <li>▪ worrying about</li> </ul>
<b>Adverbials of place</b>	<ul style="list-style-type: none"> <li>▪ above</li> <li>▪ down</li> <li>▪ in</li> <li>▪ inside</li> <li>▪ into</li> <li>▪ onto</li> <li>▪ out</li> <li>▪ outside</li> <li>▪ to</li> <li>▪ under</li> <li>▪ up</li> </ul>	<ul style="list-style-type: none"> <li>▪ across <ul style="list-style-type: none"> <li>○ after</li> <li>○ around</li> <li>○ before</li> <li>○ behind</li> <li>○ below</li> <li>○ here</li> <li>○ next to</li> <li>○ outside</li> <li>○ over</li> </ul> </li> <li>▪ above the ...</li> <li>▪ behind the ...</li> <li>▪ under the ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ alongside</li> <li>▪ beneath</li> <li>▪ between</li> <li>▪ beyond</li> <li>▪ far and wide</li> <li>▪ far away <ul style="list-style-type: none"> <li>○ following</li> <li>○ opposite</li> </ul> </li> <li>▪ through</li> <li>▪ underneath</li> <li>▪ around the ...</li> <li>▪ by the side of ...</li> <li>▪ in front of ...</li> <li>▪ in place of ...</li> <li>▪ over the ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ about</li> <li>▪ beside</li> <li>▪ nearby</li> <li>▪ overhead</li> <li>▪ towards</li> <li>▪ upon</li> <li>▪ upstairs</li> <li>▪ within</li> <li>▪ back at the ...</li> <li>▪ between the ...</li> <li>▪ beyond ...</li> <li>▪ deep below ...</li> <li>▪ down by the ...</li> <li>▪ in the distance ...</li> <li>▪ inside the ...</li> </ul>

			<p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> <li>▪ at (e.g. at first sight)</li> <li>▪ in (e.g. in a flash)</li> <li>▪ on (e.g. on fire)</li> </ul>	<ul style="list-style-type: none"> <li>▪ aboard</li> <li>▪ against</li> <li>▪ amongst</li> <li>▪ past</li> <li>▪ throughout</li> <li>▪ wherever</li> <li>▪ ahead of ...</li> <li>▪ everywhere around ...</li> <li>▪ far beyond ...</li> <li>▪ in a dark and dusty ...</li> <li>▪ North of ...</li> <li>▪ on a ruined ...</li> <li>▪ opposite to the ...</li> <li>▪ somewhere near ...</li> <li>▪ within walking distance ...</li> </ul> <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> <li>▪ at (e.g. at all costs)</li> <li>▪ in (e.g. in a mess)</li> <li>▪ on (e.g. on display)</li> </ul> <p><i>Range of prepositions using:</i></p> <ul style="list-style-type: none"> <li>▪ at (e.g. at a guess)</li> <li>▪ in (e.g. in a temper)</li> <li>▪ on (e.g. on behalf of)</li> <li>▪ by (e.g. by mistake)</li> <li>▪ for (e.g. for good reason)</li> </ul>
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**SENTENCE PROGRESSION**



Y2	Y3	Y4
<p align="center"><u>2Ad</u></p> <p><b>Two adjectives</b> before the first noun and <b>two adjectives</b> before the second noun.</p> <p><i>E.g. It was an <b>old, creepy</b> house with an <b>overgrown, untidy</b> garden.</i></p>	<p align="center"><u>B.O.Y.S</u></p> <p>A two-part sentence using <b>but, or, yet, so</b>.</p> <p><i>E.g. She was happily playing a game <b>but</b> got upset when she lost.</i></p> <p><i>Mr File was hungry <b>so</b> he ate all the chocolate biscuits.</i></p>	<p align="center"><u>Verb, person</u></p> <p>Verb followed by a <b>comma</b> and then a <b>name</b> or a <b>personal pronoun</b> followed by the rest of the sentence.</p> <p><i>E.g. <b>Running, Sarah</b> almost tripped over her own feet.</i></p>
<p align="center"><u>List</u></p> <p>List 3 or 4 <b>adjectives</b> before the noun, separated by commas.</p> <p>Use <b>and</b> to join the last two adjectives.</p> <p><i>E.g. The man wore a <b>long, ripped, oversized and dirty</b> cloak.</i></p>	<p align="center"><u>P.C</u></p> <p>Paired conjunctions. Sentences where some words need another word in order to make sense.</p> <p><i>E.g. It was <b>both</b> hot <b>and</b> sunny in the desert.</i></p> <p><i><b>Neither</b> friends <b>nor</b> family would ever make her happy</i></p>	<p align="center"><u>2 pairs</u></p> <p>Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by and.</p> <p><i>E.g. <b>Scared and upset, exhausted and hungry</b>, they ran as fast as they could through the forest.</i></p>
<p align="center"><u>Simile</u></p> <p>Must create a picture in the reader's mind using:</p> <ul style="list-style-type: none"> <li>• like . . .</li> <li>• as . . . as</li> </ul> <p><i>E.g. She was <b>as</b> cold <b>as</b> ice.</i></p> <p><i>She shivered <b>like</b> a leaf drifting through the woods on a cool autumn evening.</i></p>	<p align="center"><u>If, if, if, then</u></p> <p>Used at the beginning or end of a story. Use a <b>comma</b> after each clause.</p> <p><i>E.g. <b>If</b> I had remembered to set the alarm, <b>if</b> the cat hadn't knocked my cereal onto the floor, <b>if</b> the car would have started, <b>then</b> I wouldn't have been late for work.</i></p>	<p align="center"><u>Ad, same Ad</u></p> <p>Use the same adjective twice. Write the second adjective immediately after a comma.</p> <p><i>E.g. He was a <b>caring</b> man, <b>caring</b> because he looked after all the stray animals.</i></p> <p><i>It was a <b>busy</b> city, <b>busy</b> in a way that made you feel exhausted.</i></p>
<p align="center"><u>Short</u></p> <p>1-3 word sentences possibly followed by an exclamation mark.</p> <p><i>e.g. He was tired.</i></p> <p><i>Everything failed!</i></p> <p><i>The ship exploded!</i></p> <p><i>What a mess!</i></p>	<p align="center"><u>Double LY ending</u></p> <p>End in 2 adverbs that add detail to, and describe how the verb was being done</p> <p><i>E.g. The competitive girl ran <b>quickly</b> and <b>determinedly</b>.</i></p> <p><i>Extend with an explanation e.g. <b>as</b> she knew she had to win the race.</i></p>	<p align="center"><u>The more, the more</u></p> <p>The first <b>more</b> should be followed by an emotion word and the second <b>more</b> should be followed by a related action.</p> <p><i>E.g. <b>The more relaxed</b> she was, <b>the more she laughed</b>.</i></p>