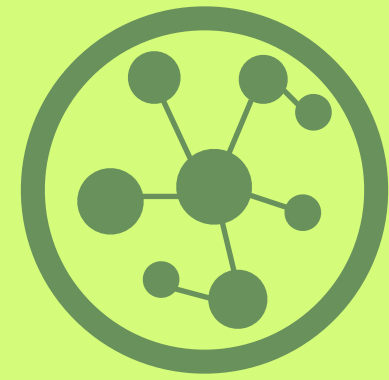




### Information

Isolated facts that can have no organisational basis or links



### Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge

# Second Order Concepts

## 'The kinds of questions a Writer would ask'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

### Spelling

- How can phonics help with my spelling?
- What spelling rules/patterns do you know?
- What is a prefix?
- What is a suffix?
- What are antonyms and synonyms?
- How do learning homophones help me spell?
- Why is it important to learn common exception words?

### Composition

- Do you know the structure of a story?
- What is different between fiction and non-fiction?
- How do you know your writing makes sense?
- What is your plot?
- What are the five components of a story?

### Punctuation

- How do you correctly use capital letters in your writing?
- What different punctuation could you use in your sentence and why?
- How do we show when a character is speaking?
- Can editing for punctuation improve your writing?

### Handwriting

- How does sitting at the table correctly help my handwriting?
- How does how I hold my pencil/pen help my writing?
- Why should I start my handwriting from the base line?
- What are ascenders and descenders?
- How does correctly formed handwriting help me?

### Sentence Structure

- What punctuation do sentences need?
- What do you need to make a sentence?
- What different types of sentences are there?
- How can you expand a sentence?
- How do different types of sentences have an impact on your writing?

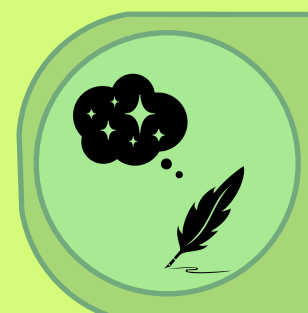
### Text Structure

- How can the order of sentences form a story?
- What can the tense of a story tell me?
- Why are paragraphs important?
- What does cohesion mean and how does it help my writing?



## Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study

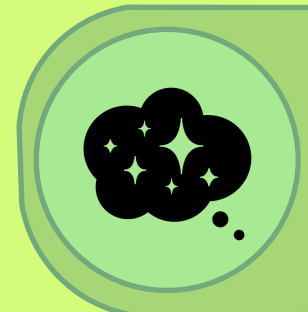


### Poetry

Literature that conveys thoughts descriptions or stories through a lyrical arrangement of words.

### Non-Fiction

Writing that is factual rather than fictional.



### Fiction

A type of literature that describes imaginary people and events not real ones.

### Phonics

Learning to read by matching written letters with their sounds.



### Writing to Perform

How writing interacts with performance arts and practices: scripts, poems, drama, etc.

### Classic Authors

An author of a book which is accepted as being particularly noteworthy.



# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Spelling</b>	<p>I can use learnt sounds to spell words.</p> <p>I can spell some common exception words (e.g. I, no, go, of, to, ball, the, they, all, are, her, be, me, she, we, by, my, you, was, down, now).</p> <p>I can spell my own name.</p>	<p>I can name the letters of the alphabet in order.</p> <p>I can spell words containing the 40+ phonemes already taught.</p> <p>I can spell the year one common exception words.</p> <p>I can spell the days of the week.</p> <p>I can use the prefix un-.</p> <p>I can use suffixes -s, -es, -ing, -ed, -er, -est.</p>	<p>I can segment spoken words into phonemes and record these as graphemes.</p> <p>I can spell words with alternative spellings including a few common homophones.</p> <p>I can spell year two common exception words.</p> <p>I can spell appropriate words with contracted forms.</p> <p>I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</p> <p>I can distinguish between homophones and near homophones.</p>
<b>Possible Questions</b>	<p><i>How can phonics help you with your writing?</i></p> <p><i>What can you use to help you with your spelling?</i></p>	<p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>What spelling rules/patterns do you know?</i></p>	<p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>Why is it important to learn common exception words?</i></p> <p><i>How do learning homophones help me spell?</i></p> <p><i>What spelling rules/patterns do you know?</i></p>
<b>Punctuation</b>	<p>I can understand that capital letters and lower case letters are different.</p> <p>I can begin to use capital letters for names.</p> <p>I can begin to finish sentences with full stops.</p>	<p>I can separate words using finger spaces.</p> <p>I can begin to use capital letters to start a sentence.</p> <p>I can begin to use a full stop to end a sentence.</p> <p>I can begin to use exclamation marks and question marks.</p> <p>I can use capital letters for names of people, places, the days of the week and the personal pronoun I.</p> <p>I can understand the terminology set out in the English Appendix 2.</p>	<p>I can correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing.</p> <p>I can use apostrophes to show the possessive which is singular possession in nouns.</p>
<b>Possible Questions</b>	<p><i>When do you use a capital letter?</i></p> <p><i>Why do you use a full stop?</i></p> <p><i>What is different about capital letters and lower case letters?</i></p>	<p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do you correctly use capital letters in your writing?</i></p> <p><i>What is the difference between a question mark and an exclamation mark?</i></p>	<p><i>Can editing for punctuation improve your writing?</i></p> <p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do you correctly use capital letters in your writing?</i></p>
<b>Sentence Structure</b>	<p>I can write simple phrases and sentences that can be read by others.</p> <p>I can begin to re-read what they have written to check that it makes sense.</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p>I can use finger spaces between words.</p>	<p>I can write simple sentences dictated by the teacher.</p> <p>I can join words and clauses using and.</p>	<p>I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far.</p> <p>I can use subordination and co-ordination.</p> <p>I can use expanded noun phrases.</p> <p>I can use different forms of sentences including a statement, question, exclamation and command.</p>
<b>Possible Questions</b>	<p><i>What does a sentence need?</i></p> <p><i>Why do we use finger spaces between words?</i></p> <p><i>Can you read me your sentence?</i></p>	<p><i>What does a sentence need?</i></p> <p><i>What is a clause?</i></p> <p><i>Why would I use and?</i></p>	<p><i>What is subordination?</i></p> <p><i>What is co-ordination?</i></p> <p><i>Why would I use an expanded noun phrase?</i></p> <p><i>When would I use an exclamation mark?</i></p> <p><i>When would I use a question mark?</i></p>

# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Composition</b>	<p>I can understand what has been read to me.</p> <p>I can retell stories and narratives using my own words.</p> <p>I can use recently introduced vocabulary in my stories, non-fiction, rhymes, poems and during role play.</p> <p>I can anticipate - where appropriate - key events in stories.</p>	<p>I can say out loud what I am going to write.</p> <p>I can compose a sentence orally.</p> <p>I can re-read what I have written.</p> <p>I can check my sentence for mistakes.</p> <p>I can discuss what I have written with an adult or peer.</p> <p>I can read my writing aloud so that I can be heard.</p>	<p>I can write narratives about personal experiences.</p> <p>I can write narratives both fictional and real events.</p> <p>I can write for different purposes.</p> <p>I can write poetry.</p> <p>I can plan and discuss my writing.</p> <p>I am orally able to rehearse my sentence/sentences before writing.</p> <p>I can evaluate my own writing with an adult, with a peer and independently.</p> <p>I can re-read my writing to check it makes sense.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation.</p>
<b>Possible Questions</b>	<p>What does the word ... mean?</p> <p>What do you think has happened in the story?</p> <p>Who are the main characters?</p> <p>How do you think the characters are feeling?</p> <p>What happened next?</p> <p>What happened before?</p>	<p>What do you need to write a sentence?</p> <p>What is a noun?</p> <p>What is an adjective?</p> <p>Where would you put a full stop?</p> <p>Where would you use a capital letter?</p> <p>Why would you use a finger space?</p>	<p>What does a story need?</p> <p>What is the difference between fiction and non-fiction?</p> <p>Does your writing make sense?</p> <p>How do you check if your writing makes sense?</p> <p>Who could you check your writing with?</p>
<b>Text structure</b>	<p>I can use a series of words to think about writing a sentence.</p>	<p>I know what components make up a sentence.</p> <p>I can punctuate a sentence.</p> <p>I can sequence sentences to form a basic narrative.</p>	<p>I can consistently use the present tense.</p> <p>I can consistently use the past tense.</p> <p>I can use progressive forms of verbs in present and past tense.</p>
<b>Possible Questions</b>	<p>What is a sentence?</p> <p>What does your sentence need?</p> <p>Why do we have sentences?</p>	<p>What is a sentence?</p> <p>What does a sentence need?</p> <p>Why do we have sentences?</p> <p>What does a story need?</p> <p>Why do we have a beginning, a middle and an end?</p>	<p>What is a tense?</p> <p>How do I know if it is past or present?</p> <p>What is a verb?</p> <p>What is the progressive form?</p> <p>Why does text structure matter?</p>

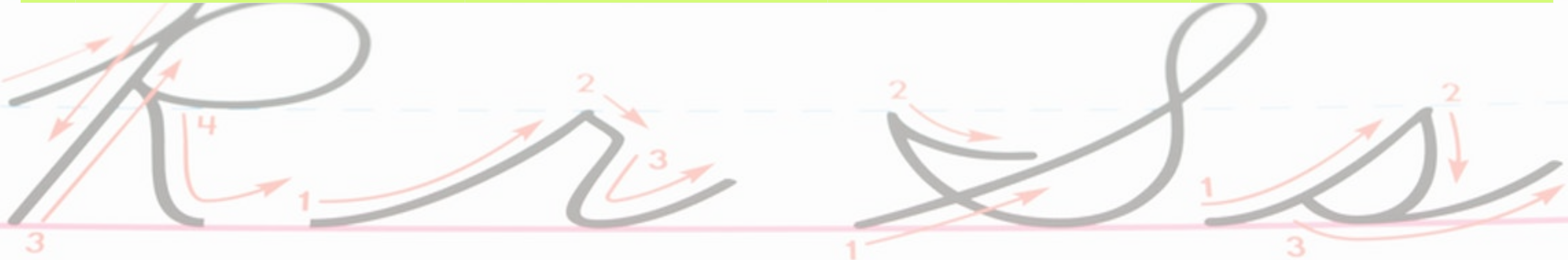


# Knowledge and Understanding

	Y3	Y4	Y5	Y6
<b>Spelling</b>	<p>Pupils are taught to:</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Recognise and spell further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words correctly which are in a family.</p> <p>Begin to spell some of the year 3/4 common exception words.</p>	<p>Pupils are taught to:</p> <p>Spell words with prefixes and suffixes and can add them to root words.</p> <p>Recognise and spell homophones.</p> <p>Use the first two or three letters of a word to check a spelling in a dictionary.</p> <p>Spell the commonly mis-spelt words from the Y3/4 word list.</p>	<p>Pupils are taught to:</p> <p>Form verbs with prefixes.</p> <p>Convert nouns or adjectives into verbs by adding a suffix.</p> <p>Understand the rules for adding prefixes and suffixes.</p> <p>Spell words with silent letters.</p> <p>Distinguish between homophones and other words which are often confused.</p>	<p>Pupils are taught to:</p> <p>.Convert verbs into nouns by adding a suffix.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell the commonly mis-spelt words from the Year 5/6 word list.</p> <p>Understand that the spelling of some words need to be learnt specifically.</p> <p>Use a dictionary or a thesaurus.</p> <p>Use a range of spelling strategies.</p>
<b>Possible Questions</b>	<p><i>How can phonics help with my spelling?</i></p> <p><i>What spelling rules/patterns do you know?</i></p> <p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>What are antonyms and synonyms?</i></p> <p><i>How do learning homophones help me spell?</i></p> <p><i>Why is it important to learn common exception words?</i></p>	<p><i>How can phonics help with my spelling?</i></p> <p><i>What spelling rules/patterns do you know?</i></p> <p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>What are antonyms and synonyms?</i></p> <p><i>How do learning homophones help me spell?</i></p> <p><i>Why is it important to learn common exception words?</i></p>	<p><i>How can phonics help with my spelling?</i></p> <p><i>What spelling rules/patterns do you know?</i></p> <p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>What are antonyms and synonyms?</i></p> <p><i>How do learning homophones help me spell?</i></p> <p><i>Why is it important to learn common exception words?</i></p>	<p><i>How can phonics help with my spelling?</i></p> <p><i>What spelling rules/patterns do you know?</i></p> <p><i>What is a prefix?</i></p> <p><i>What is a suffix?</i></p> <p><i>What are antonyms and synonyms?</i></p> <p><i>How do learning homophones help me spell?</i></p> <p><i>Why is it important to learn common exception words?</i></p>
<b>Punctuation</b>	<p>Pupils revise previously taught punctuation skills</p> <p>They are introduced to: inverted commas to punctuate direct speech.</p>	<p>Pupils are taught how to:</p> <p>Use inverted commas and other punctuation to indicate speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted "Sit down!").</p> <p>Use apostrophes to mark plural possession (for example the girl's name, the girls' names)</p> <p>Use commas after fronted adverbials.</p>	<p>Pupils revise previously taught punctuation skills</p> <p>They are taught to use:</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p>	<p>Pupils are taught how to:</p> <p>the semi-colon, colon and dash to mark the boundary between clauses (for example:It's raining; I'm fed-up.</p> <p>The colon to introduce a list and the semicolons within lists.</p> <p>Bullet points to list information.</p> <p>Hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark)</p>
<b>Possible Questions</b>	<p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do we show when a character is speaking?</i></p> <p><i>Can editing for punctuation improve your writing?</i></p>	<p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do we show when a character is speaking?</i></p> <p><i>Can editing for punctuation improve your writing?</i></p> <p><i>Which punctuation mark do you use after a fronted adverbial?</i></p> <p><i>What is the purpose of the apostrophe in this sentence?</i></p>	<p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do we show when a character is speaking?</i></p> <p><i>Can editing for punctuation improve your writing?</i></p> <p><i>What is the purpose of parenthesis?</i></p> <p><i>What is the purpose of this comma?</i></p> <p><i>Which punctuation mark would make the meaning of your sentence clearer?</i></p>	<p><i>What different punctuation could you use in your sentence and why?</i></p> <p><i>How do we show when a character is speaking?</i></p> <p><i>Can editing for punctuation improve your writing?</i></p> <p><i>What is a main clause?</i></p> <p><i>What is a subordinate clause?</i></p> <p><i>Which punctuation mark could you use to separate the clause?</i></p> <p><i>Which punctuation marks could you use when writing a list?</i></p> <p><i>What is the purpose of a hyphen?</i></p> <p><i>How could you change the meaning of your sentence by changing punctuation marks?</i></p>

# Knowledge and Understanding

	Y3	Y4	Y5	Y6
<b>Sentence Structure</b>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <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 forms of verbs in contrast to the past tense.</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use paragraphs as an introduction to organise ideas around an idea.</li> <li>Use headings and sub-headings to aid presentation.</li> <li>Make appropriate choices of pronoun or noun across sentences to aid cohesion and avoid repetition.</li> </ul>	<p>Pupils are taught to use:</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example 'the teacher expanded to 'the strict maths teacher with curly hair).</li> <li>Fronted adverbials ( for example: Later that day, I heard the bad news,)</li> <li>Paragraphs to organise around a theme.</li> <li>Make appropriate choices of pronoun or noun across sentences to aid cohesion and avoid repetition.</li> </ul>	<p>Pupils are taught to use:</p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Indicating degrees of possibility using adverbs ( for example perhaps, surely ) or modal verbs (for example, might, should, will, must)</li> <li>Devices to build cohesion within a paragraph (for example: then, after that, this, firstly)</li> <li>Linking ideas across paragraphs using adverbials of time (for example later) place (for example, nearby) and number ( for example, secondly) or tense choices (for example, he had seen her before)</li> <li>Use expanded noun phrases to convey complicated information.</li> </ul>	<p>Pupils are taught:</p> <ul style="list-style-type: none"> <li>To use the passive voice to affect the presentation of information in a sentence (for example I broke the window in the greenhouse versus The window in the greenhouse was broken by me.</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of the subjunctive form such as if I were.</li> <li>To link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or a phrase and ellipsis.</li> <li>Layout devices: for example, headings, sub-headings, columns, bullets or tables to structure the text.</li> </ul>
<b>Possible Questions</b>	<ul style="list-style-type: none"> <li>What do you need to make a sentence?</li> <li>What different types of sentences are there?</li> <li>How can you expand a sentence?</li> <li>How do different types of sentences have an impact on your writing?</li> <li>What is a pronoun?</li> <li>What is the purpose of an adverb?</li> </ul>	<ul style="list-style-type: none"> <li>How do you expand a noun phrase?</li> <li>What is a preposition? What is it's purpose?</li> <li>Can you give me an example of a fronted adverbial?</li> <li>What is the purpose of a paragraph?</li> <li>How can you improve this sentence?</li> <li>Why do we avoid repetition in a sentence/paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>How can we show a change in time in a sentence?</li> <li>How can we show that something may happen in a sentence?</li> <li>What is an adverbial of time?</li> <li>What is an adverbial of place?</li> <li>Can you identify an expanded noun phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Change the sentence from active to passive voice?</li> <li>Can you identify formal language?</li> <li>How could you improve the cohesion of your writing?</li> <li>Why have you chosen to structure your writing in this way?</li> </ul>



# Knowledge and Understanding

	Y3	Y4	Y5	Y6
<b>Composition</b>	<p>Pupils are taught:</p> <p>To discuss models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>To compose sentences using a wider range of structures.</p> <p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>To write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>To suggest improvements to my own writing and that of others.</p> <p>To make improvements to grammar, vocabulary and punctuation including the accurate use of pronouns in sentences.</p> <p>To proof-read to check for errors in spelling and punctuation.</p>	<p>Pupils are taught:</p> <p>To plan my writing by discussing models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>To compose sentences using a range of sentence structures.</p> <p>To orally rehearse a sentence or a sequence of sentences.</p> <p>To write a narrative with a clear structure setting and plot.</p> <p>To improve my writing by changing grammar and vocabulary to improve consistency.</p> <p>To use a range of sentences which have more than one clause.</p> <p>To use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>	<p>Pupils are taught to:</p> <p>Discuss the audience and purpose of the writing.</p> <p>Start sentences in different ways.</p> <p>Use the correct features and sentence structure matched to the the text type that we are working on.</p> <p>Develop characters through action and dialogue.</p> <p>Establish a viewpoint as the writer through commenting on characters and events.</p> <p>Use grammar and vocabulary to create effects in writing.</p> <p>Add well chosen detail to interest the reader.</p> <p>Summarise a paragraph.</p> <p>Organise my writing into paragraphs to show different information or events.</p>	<p>Pupils are taught to:</p> <p>Identify the audience for and purpose of the writing.</p> <p>Choose the appropriate form and register for the audience and purpose of the writing.</p> <p>Use grammatical structures and textures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</p> <p>Use a range of sentence starters to create specific effects.</p> <p>Use developed noun phrases to add detail to sentences.</p> <p>Use the passive voice to present information with a different emphasis.</p> <p>Use commas to mark phrases and clauses.</p> <p>Sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>Use characters, dialogue and action to advance events in narrative writing.</p> <p>Can summarise a text conveying key information in writing.</p>
<b>Possible Questions</b>	<p><i>Do you know the structure of a story?</i></p> <p><i>What is different between fiction and non-fiction?</i></p> <p><i>How do you know your writing makes sense?</i></p> <p><i>What is your plot?</i></p> <p><i>What are the five components of a story?</i></p>	<p><i>Do you know the structure of a story?</i></p> <p><i>What is different between fiction and non-fiction?</i></p> <p><i>How do you know your writing makes sense?</i></p> <p><i>What is your plot?</i></p> <p><i>What are the five components of a story?</i></p>	<p><i>Who is your audience?</i></p> <p><i>How could you begin your sentence so it interests the reader?</i></p> <p><i>What language fealty would you expect to find in .....?</i></p> <p><i>How could you develop that character?</i></p> <p><i>How can you create suspense in your story?</i></p>	<p><i>Who is your audience?</i></p> <p><i>How could you begin your sentence so it interests the reader?</i></p> <p><i>What language fealty would you expect to find in .....?</i></p> <p><i>How could you develop that character?</i></p> <p><i>How can you create suspense in your story?</i></p>
<b>Text Structure</b>	<p>Pupils are taught to:</p> <p>Use a wider range of conjunctions including when, if, because and although.</p> <p>Starting to use paragraphs that are organised around a theme.</p> <p>Use headings and sub-headings.</p> <p>Use the present perfect form of the verbs instead of the simple past.</p> <p>Vary nouns and pronouns to avoid repetition and aid cohesion.</p>	<p>Pupils are taught to:</p> <p>Write in paragraphs around a theme.</p> <p>Make an appropriate choice of pronoun and noun within and across sentences.</p> <p>In non-narrative I can use simple organisational devices such as headings and sub-headings.</p>	<p>Pupils are taught to:</p> <p>Build cohesion between paragraphs.</p> <p>Use adverbials to link paragraphs.</p>	<p>Pupils are taught to:</p> <p>Use a variety of organisational and presentational devices correct to the text type,</p> <p>Write in paragraphs which can clearly signal a change in subject, time, place or event.</p>
<b>Possible Questions</b>	<p><i>How can the order of sentences form a story?</i></p> <p><i>What can the tense of a story tell me?</i></p> <p><i>Why are paragraphs important?</i></p> <p><i>What does cohesion mean and how does it help my writing?</i></p>	<p><i>How can the order of sentences form a story?</i></p> <p><i>What can the tense of a story tell me?</i></p> <p><i>Why are paragraphs important?</i></p> <p><i>What does cohesion mean and how does it help my writing?</i></p>	<p><i>How can the order of sentences form a story?</i></p> <p><i>What can the tense of a story tell me?</i></p> <p><i>Why are paragraphs important?</i></p> <p><i>What does cohesion mean and how does it help my writing?</i></p>	<p><i>How can the order of sentences form a story?</i></p> <p><i>What can the tense of a story tell me?</i></p> <p><i>Why are paragraphs important?</i></p> <p><i>What does cohesion mean and how does it help my writing?</i></p>