

# ENGLISH AT SANDBROOK

We follow the National Curriculum for English.

	Autumn	Spring	Summer
Y1/2	<p>Can write their own first name with appropriate upper and lower case letters.</p> <p>Begins to show awareness of how full stops are used in writing Makes sensible phonic attempts at words Can usually use a capital letter and full stop, question mark to punctuate sentences Confidently writes some captions and labels and attempts other simple forms of writing</p> <p><b>NON – FICTION</b> <b>INFORMATION TEXTS</b> <b>NARRATIVE</b> <b>FAIRY TALES</b></p>	<p>Can use ANY connective to join two simple sentences, thoughts, ideas. (may only ever be 'and')</p> <p>Can show some control over letter size, shape and orientation in writing Can show some control over word order, producing logical statements</p> <p>Can always use logical phonic strategies when trying to spell unknown words in more than three statements</p> <p><b>NON-FICTION</b> <b>INSTRUCTIONS</b> <b>NARRATIVE</b> <b>QUEST</b></p>	<p>Can spell most of Year R and Year1 High frequency words and Year 1 words in National Curriculum Appendix 1</p> <p>Can write simple texts such as lists, stories, reports, recounts (of a paragraph or more) Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling)</p> <p><b>NON-FICTION</b> <b>REPORT ANIAMLs</b> <b>NARRATIVE</b> <b>FANTASY</b></p>
	<p>Write sentences that are sequenced to form a short narrative (real or fictional) Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form). Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas, etc. (e.g. but, so, then, or, when, if, that, because). Use co-ordination and some subordination. Write about real events, recording these simply and clearly Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Can use adjectives and adverbs for description</p> <p><b>NARRATIVE</b> <b>TRADITIONAL STORIES</b></p> <p><b>NON-FICTION</b> <b>RECOUNT</b></p>	<p>Can use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least), e.g. 'John's dog....' The cat's bowl...' Can spell most common words correctly and most of the Years R, 1 &amp; 2 High Frequency words, and the Year 1 &amp; 2 words in the National Curriculum Appendix 1. Many Common Exception Words Year 2 Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p><b>NARRATIVE</b> <b>QUEST</b> <b>POETRY</b></p> <p><b>NON-FICTION</b> <b>INSTRUCTIONS</b></p>	<p>Uses past and present tenses correctly. Is beginning to use paragraphs Can use a range of chosen forms appropriately and consistently Can develop characters and describe settings, feelings and/or emotions etc... Can attempt to give opinion, interest or humour through detail</p> <p><b>NARRATIVE</b> <b>FANTASY</b></p> <p><b>NON-FICTION</b> <b>NON-CHRON REPORT</b></p>
Y3/4	<p><b>Non-narrative Focus</b> <b>Non-Chronological Reports</b></p>	<p><b>Non-narrative Focus</b> <b>argue persuade advise</b></p>	<p><b>Non-narrative Focus</b> <b>Recount</b></p>

	<p>Relative clauses. Use of commas to separate clauses Apostrophes for contraction Organisation of writing using paragraphs and sub-headings</p> <p><b>Narrative</b> Use a wide range of ambitious vocabulary Use sophisticated connections Build tension and suspense in writing</p>	<p>Modal verbs. Passive and subjective. Use hyphens to avoid ambiguity. Fronted adverbials. Formal Language</p> <p><b>Narrative</b> Expanded noun phrases. Use semi colons, colons and brackets. Opening narrative to engage the reader.</p>	<p>Use clauses fit for purpose and audience. Write with a level of confidence and maturity. Write with a clear voice appropriate for target audience</p> <p><b>Narrative</b> Use a range of techniques to engage the reader. Use a variety of sentence structures</p>
Y5/6	<p><b>Non-narrative Focus NCR</b> Use a wide range of conventions appropriately to the context Use two or more stylistic features to create effect within a text</p> <p><b>Narrative</b> Use a wide range of ambitious vocabulary accurately and precisely Use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis.</p>	<p><b>Non-narrative Focus</b> <b>Argue Persuade Advise Formal</b> Adapt writing for the full range of purposes, always showing awareness of audience and purpose. Use pertinent and precise detail as appropriate.</p> <p><b>Narrative</b> Open and close writing in interesting, unusual or dramatic ways, when appropriate. Use implicit links within a text</p>	<p><b>Non-narrative Focus IED</b> Write with maturity, confidence and imagination. Use causes confidently and appropriately for audience and purpose</p> <p><b>Narrative</b> Use creative and varied sentence structures when appropriate, intermingling with simple structures for effect. Use a range of techniques to interact or show awareness of the audience.</p>