

English: Sequences of Learning by Text-Type

TBAT write a description.		TBAT write an expository essay	
Primary Learning Objective:	Further suggestions for content:	Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of a description. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.	TBAT identify the key features of an Expository essay. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.
TBAT select sophisticated vocabulary.	Use of online thesaurus. SPaG: synonym/antonym	TBAT select sophisticated and subject-specific vocabulary.	Use of online thesaurus and topic related resources. SPaG: synonym/antonym
TBAT employ expanded noun phrases	SPaG: Adjectives, Nouns	TBAT plan the structure of an expository essay.	SPaG/Composition: Paragraphs, purpose, introduction, conclusion etc.
TBAT identify and employ a range of figurative terms.	SPaG/Composition: Simile, Metaphor, Personification.	TBAT undertake effective research.	Using reliable sources Note-taking
TBAT employ a range of fronted adverbials.	SPaG/Composition: Verbs, Similes, Prepositions, Adverbs, Conjunctions, Adjectives, Embedded Subordinate clause. (Use ISPAED Handout.) Commas after opening adverbials.	TBAT write an Introductory paragraph.	SPaG/Composition: Appropriate sentence starters.
TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.	TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.
TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.	TBAT support a point of view.	Composition: P.E.E.L
TBAT demonstrate awareness of the reader.	Composition: Who is the narrator? Rhetorical questions. Direct address of reader SPaG: Perspective – 1 st , 2 nd & 3 rd Person. Pronouns.	TBAT write a concluding paragraph.	SPaG/Composition: Appropriate sentence starters.
TBAT draft a description.		TBAT draft an expository essay.	
TBAT edit and improve a draft.		TBAT edit and improve a draft.	
TBAT write a description.		TBAT write an expository essay.	

English: Delivering Sequences of Learning by Text-Type

TBAT write an instructional text.	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of an instructional text. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation Title, Diagrams, Labels, Equipment, bullet points etc.
TBAT select subject-specific vocabulary.	Use of online thesaurus and topic related resources.
TBAT employ the 2nd person perspective.	SPaG/Composition: When might we use each possible perspective?
TBAT place events in chronological order.	SPaG: Chronological, bullet-points, numbering
TBAT employ conjunctions / adverbials related to time.	SPaG/Composition: Building time-related vocabulary.
TBAT employ imperative verbs.	SPaG/Composition: 4 types of sentence: questions, commands, statements, exclamations. Building vocabulary-bank of relevant imperatives.
TBAT draft an instructional text.	
TBAT edit and improve a draft.	
TBAT draft an instructional text.	

TBAT write a poem.	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of a poem. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation
TBAT identify a range of poetic devices.	SPaG/Composition: Stanzas, figurative terms, irregular use of punctuation, alliteration, hyperbole.
TBAT comment on structure, rhyme and meter.	
TBAT select sophisticated adjectives.	Use of online thesaurus . SPaG: synonym/antonym
TBAT compose creative figurative terms.	SPaG: 4 types of noun: common, abstract, collective, proper. Composition: Avoiding Cliché
TBAT draft a poem	
TBAT edit and improve a draft.	
TBAT write poem.	
TBAT perform/recite a poem.	

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TBAT write a journalistic article.	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of journalistic article. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.
TBAT explain the difference between fact and opinion.	Study of appropriate news articles / videos.
TBAT accurately employ a range of pronouns.	SPaG: Personal / possessive.
TBAT employ active and passive voice.	
TBAT employ model verbs.	SPaG/Composition: Probability, possibility, optionality, compulsion.
TBAT employ direct and reported speech.	SPaG/Composition: Punctuating dialogue. Why might direct quotations be manipulated when reported?
TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.
TBAT plan the structure of an article.	SPaG/Composition: Columns, captions, quotations, headings / sub-headings etc.
TBAT draft a journalistic article.	
TBAT edit and improve a draft.	
TBAT write a journalistic article.	

TBAT write a (persuasive) formal letter.	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of a formal letter. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: Salutation, formality, introduction, main-body, sign-off etc.
TBAT consistently employ an appropriate degree of formality.	Composition: Converting passages through degrees of formality—When might each be appropriate?
TBAT define and identify persuasive techniques.	Composition: Logos Ethos Kairos Pathos
TBAT employ persuasive techniques.	Composition: Logos Ethos Kairos Pathos
TBAT structure and support an argument.	Composition: P.E.E.L
TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.
TBAT draft a formal letter.	
TBAT edit and improve a draft.	
TBAT write formal letter.	

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TBAT write a story.	
Primary Learning Objective:	Further suggestions for content:
TBAT identify key features of a story. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.
TBAT comment on tense, perspective and narrative voice.	Use of online thesaurus. SPaG: synonym/antonym
TBAT employ sophisticated vocabulary.	Composition: Converting passages through degrees of formality—When might each be appropriate?
TBAT include accurately punctuated dialogue.	SPaG: Inverted commas New voice, new line Capitals Closing punctuation
TBAT advance plot using dialogue.	Composition: How can we learn about characters and events through dialogue? Characterisation: (Showing the reader, not just telling them.)
TBAT employ a range of fronted adverbials.	SPaG/Composition: Verbs, Similes, Prepositions, Adverbs, Conjunctions, Adjectives, Embedded Subordinate clause. (Use ISPACED Handout.) Commas after opening adverbials.
TBAT vary the structure of sentences.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.

TBAT employ a range of figurative terms.	SPaG/Composition: Simile, Metaphor, Personification.
TBAT demonstrate an awareness of the reader.	Composition: Who is the narrator? Rhetorical questions, direct address etc.
TBAT draft a story.	
TBAT edit and improve a draft.	
TBAT write story.	

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TBAT write an information text (non-chronological report.)	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of an information text. (Discuss, analyse & identify structural and language features.)	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.
TBAT undertake effective research.	Using reliable sources Note-taking.
TBAT precis a longer text.	Demonstrating undertaking of core content.
TBAT structure my writing into paragraphs (linked with appropriate conjunctions).	SPaG/Composition: Structural features. Planning where to include what Sub-headings.
TBAT include subject-specific information and technical vocabulary.	
TBAT maintain an appropriate degree of formality. And/or TBAT include well-manged and deliberate shifts in formality.	E.g. When might it be appropriate to shift formality? Introductions/ conclusions etc.
TBAT vary sentence structure.	SPaG/Composition: varying the position of subordinate clause. Varying sentence length for narrative effect.
TBAT draft an information text.	
TBAT edit and improve a draft.	
TBAT write an information text.	

TBAT write a play-script	
Primary Learning Objective:	Further suggestions for content:
TBAT identify the key features of play-script.	Analysis and comprehension of teacher-written model text. SPaG: New vocabulary and effect of punctuation.
TBAT coment on the purpose and effect of punctuation.	
TBAT employ dialogue to convey plot/ character.	
TBAT define and employ exclamation sentences.	Why is this particularly relevant to play-scripts?
TBAT write effective stage directions.	
TBAT plan the structure of my writing.	What happens when? And why? Acts/Scenes etc.
TBAT covert a narrative into play-script.	Retell a well-known and simple story via play-script.
TBAT draft a playscript.	
TBAT edit and improve a draft.	
TBAT write a Playscript.	
TBAT perform in a play!	

Appendix 1: Punctuation taught during KS1 & KS2.

Red: Taught at Year Six

Black: Taught ar Years 1 to 5

Spaces between words.
Capital Letters at start of a sentence.
Full Stops
Question Marks / Exclamation Marks
Capital letter for the personal pronoun 'I.'
Capital letter for names
Commas to separate items in a list.
Apostrophes to mark where letters are missing in spelling.
Apostrophes to mark singular possession in nouns (e.g. the girl's name).
Inverted commas to punctuate direct speech.
Use of inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!"
Apostrophes to mark plural possession e.g. the girls' names.
Use of commas after fronted adverbials.
Brackets, dashes or commas to indicate parenthesis.
Use of commas to clarify meaning or avoid ambiguity.
Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
Use of the colon to introduce a list and use semi-colons within lists.
Punctuation of bullet points to list information.
Use of hyphens to avoid ambiguity (e.g. man-eating shark, re-cover).

Appendix 2: KS2 Assessment Framework.

Pupils need to consistently evidence each point to be assessed at the corresponding standard.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Appendix 2: KS2 Assessment Framework.

Pupils need to consistently evidence each point to be assessed at the corresponding standard.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹