

## Weeton St Michael's Writing Overview Cycle A

Progression Overview Year 1/2 Cycle A					
A	B	C	D	E	F
<b>Vehicle Texts</b>					
<b>Autumn 1 Unit 1A</b> Old Bear by Jane Hissey	<b>Autumn 2 Unit 1B</b> Rapunzel by Bethan Woolvin	<b>Spring 1 Unit 1C</b> Hermelin by Mini Grey	<b>Spring 2 Unit 2D</b> Grandad's Island by Benji Davies	<b>Summer 1 Unit 2E</b> The King Who Banned the Dark by Emily Haworth-Booth	<b>Summer 2 Unit 2F</b> Rosie Revere, Engineer by Andrea Beaty
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Fiction Outcome:</b> Finding story sentences	<b>Fiction Outcome:</b> Traditional Tale sentences	<b>Fiction Outcome:</b> Detective story sentences	<b>Fiction Outcome:</b> Return Narrative	<b>Fiction Outcome:</b> Banning narrative	<b>Fiction Outcome:</b> Invention Narrative
<b>Non-fiction Outcome:</b> Message sentences	<b>Non-fiction Outcome:</b> Trap sentences	<b>Non-fiction Outcome:</b> Letter sentences	<b>Non-fiction Outcome:</b> Information text	<b>Non-fiction Outcome:</b> Persuasive letter	<b>Non-fiction Outcome:</b> Explanation Text
<b>Grammar: Word</b>					
Y1 Regular plural noun suffixes -s or -es  How the prefix un- changes the meaning of verbs and adjectives  Y2 Use the suffix -ly to turn adjectives into adverbs  Use of the suffix -er and -est in adjectives	Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.  Plural noun suffixes -s/-es and the effects on the noun.  Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs  Formation of adjectives using suffix -ful, -less.	Y1 Reinforce plural noun suffix -s -es  How prefix un- changes the meaning of verbs and adjectives  Adding suffixes -er and -est to adjectives  Y2 Formation of adjectives using suffixes -ful -less  Use of the suffixes -er & -est in adjectives  Use of the suffix -ly to turn adjectives into adverbs	Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.  Recap plural noun suffix -s and -es  Adding the suffix -est and -er to adjectives  Y2 Use of the suffixes -er & -est in adjectives  Use of the suffix -ly to turn adjectives into adverbs	Y1 Plural noun suffix -s -es  How un- prefix changes the meaning of verbs and adjectives  Adding the suffix -ing, -ed and -er to verbs  Adding the suffix -est and -er to Adjectives  Y2 Formation of nouns using suffixes e.g. -ness, -er  Formation of adjectives using suffixes e.g. -ful, -less  Use of the suffix -ly to turn adjectives into adverbs	Y1 Adding the suffix -er and est to adjectives  Adding the suffixes -ing and -ed to verbs  How un- prefix changes the meaning of verbs and adjectives  Y2 Formation of nouns by compounding  Use of the suffixes -er & -est in adjectives  Use of the suffix -ly to turn adjectives into adverbs
<b>Grammar: Sentence</b>					
Yr 1 Combining words to make sentences  Joining words and clauses using 'and'  Yr 2 Expanded noun phrases for description and specification  Subordination (using when, if, that, because) Co-ordination (or, and, but, so)  How the grammatical patterns in a sentence indicates its function as a statement and question	Yr 1 Combining words to make sentences  Joining words and clauses using 'and'  Yr 2 Expanded noun phrases for description and specification  Co-ordination (or, and, but, so)  How the grammatical patterns in a sentence indicates its function as an exclamation and question	Yr 1 Combining words to make sentences  Joining words and clauses using -'and'  Yr 2 Expanded noun phrases for description and specification  Subordination (using when, if, that, because) Co-ordination (or, and, but, so)  How the grammatical patterns in a sentence indicates its function as a command	Yr 1 Combining words to make sentences  Joining words and clauses using 'and'  Yr 2 Expanded noun phrases for description and specification  How the grammatical patterns in a sentence indicates its function as a question and exclamation	Yr 1 Combining words to make sentences  Joining words and clauses using 'and'  Yr 2 Expanded noun phrases for description and specification  Subordination (using when, if, that, because) Co-ordination (or, and, but, so)  How the grammatical patterns in a sentence indicates its function as a question and statement	Yr 1 Combining words to make sentences  Joining words and clauses using and, because, but and so  Yr 2 Expanded Noun Phrases for description and specification  Subordination (using when, if, that, because) Co-ordination (or, and, but, so)  How the grammatical patterns in a sentence indicates its function as an exclamation

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Grammar: Text					
<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p>	<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p>	<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p>	<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p> <p>Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p>	<p>Yr 1 Sequencing sentences to form short narratives</p> <p>Yr 2 Correct choice and consistent use of past and present tense throughout writing</p>
Grammar: Punctuation					
<p>Yr 1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Use of full Stops to demarcate sentences.</p> <p>Yr 2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns.</p>	<p>Yr 1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Yr 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Use apostrophes to mark singular possession in nouns.</p> <p>Commas to separate items in a list</p>	<p>Yr 1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences</p> <p>Yr 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p>	<p>Yr 1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Full stops to demarcate sentences.</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences.</p> <p>Yr 2 Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p>	<p>Yr 1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I</p> <p>Full stops to demarcate sentences</p> <p>Question marks to demarcate sentences.</p> <p>Yr 2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spellings (contractions)</p> <p>Commas to separate items in a list</p>	<p>Yr 1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Yr 2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>
Terminology for Pupils					
<p>Yr 1 letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</p> <p>Yr 2 noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</p>					

## Weeton St Michael's Writing Overview Cycle A

Progression Overview Year 3/ 4 Cycle A					
A	B	C	D	E	F
Vehicle Texts					
<b>Autumn 1 Unit 3A</b> The Iron Man by Ted Hughes (Chris Mould edition)	<b>Autumn 2 Unit 3B</b> Fox by Margaret Wild	<b>Spring 1 Unit 3C</b> The Rhythm of the Rain by Grahame Baker Smith	<b>Spring 2 Unit 4D</b> The Lost Happy Endings by Carol Ann Duffy	<b>Summer 1 Unit 4E</b> The Journey by Francesca Sanna	<b>Summer 1 Unit 4F</b> Manfish by Jennifer Berne
Writing Outcome & Writing Purpose					
<b>Fiction Outcome:</b> Approaching Threat Narrative	<b>Fiction Outcome:</b> Fable Narrative	<b>Fiction Outcome:</b> Setting Narrative	<b>Fiction Outcome:</b> Twisted Narrative	<b>Fiction Outcome:</b> Refugee Narrative	<b>Fiction Outcome:</b> Invention Narrative
<b>Non-fiction Outcome</b> Trap Explanation	<b>Non-fiction Outcome:</b> Information report	<b>Non-fiction Outcome:</b> Information leaflet	<b>Non-fiction Outcome:</b> Persuasive letter	<b>Non-fiction Outcome:</b> Diary	<b>Non-fiction Outcome:</b> Biography
Grammar: Word					
Y3 Formation of nouns using a range of prefixes e.g. im-, un, mis  Using a or an according to whether the next word begins with a vowel or consonant  Y4 Grammatical difference between plural and possessive -s  Verb inflections (we were instead of we was)	Y3 Formation of nouns using a range of prefixes e.g. un-, re-  Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant  Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)  Y4 Grammatical difference between plural and possessive -s  Verb inflections (we were instead of we was)	Y3 Formation of nouns using a range of prefixes e.g. auto-super- anti-un- -dis -mis -im -in  Use of the forms a or an when next word starts with a consonant or a vowel  Y4 Grammatical difference between plural and possessive -s  Verb inflections (we were instead of we was)	Y3 Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning  Adverbs ending in -ly  Y4  Grammatical difference between plural and possessive -s  Develop understanding of standard English forms for verb inflections (we were instead of we was)	Y3 Formation of nouns using a range of prefixes e.g. auto-super- anti un- -dis -mis -im -in  Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning  Y4 Verb inflections (we were instead of we was)  Grammatical difference between plural and possessive -s	Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti-  Develop an understanding of word families based on common words, showing how words are related in form and meaning  Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel  Adverbs ending in -ly  Y4 Verb inflections (we were instead of we was)]
Grammar: Sentence					
Yr 3 Use a wider range of conjunctions to express time, place and cause e.g. when, before, after, while, so, because, if, although  Expressing time, place and cause using adverbs e.g. then, there, soon, after  Expressing time, place and cause using prepositions e.g. before, during, after, in  Use expanded noun phrases for description and specification (Y2) Learn how to use subordination (reinforce from Y2) Yr 4 Expressing time,	Yr 3 Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  Use a wider range of conjunctions, e.g. when, if, because, although  Yr 4 Expressing time, place and cause using prepositions (Yr 3 recap)  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials	Yr 3 Use a wider range of conjunctions, e.g. when, if, because, although  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  Use expanded noun phrases for description and specification  Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Yr 4 Fronted adverbials  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Develop understanding by expressing time and place using prepositions e.g. before, after, during, in  Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore  Yr 4 Fronted adverbials  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

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<p>place and cause using prepositions (Yr 3 recap)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>					
<b>Grammar: Text</b>					
<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p>	<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs in contrast to the simple past</p> <p>Yr 4 Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)</p>	<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect form of verbs in contrast to the simple past</p> <p>Yr 4 Paragraphs to organise ideas around a theme, with headings and sub-headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p> <p>Yr 4 Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p>	<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>
<b>Grammar: Punctuation</b>					
<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap)</p> <p>Use commas to separate items in a list (Yr 2 recap)</p> <p>Yr 4 Use commas after fronted adverbials</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p>	<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use of inverted commas to punctuate direct speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p> <p>Yr 4 Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech</p>	<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p> <p>Learn how to use commas to separate items in a list (Y2 reinforcement)</p> <p>Yr 4 Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p>	<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Yr 2 recap)</p> <p>Yr 4 Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Yr 4 Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Yr 4 Use of a comma after the reporting clause and use of end punctuation within inverted commas.</p> <p>Use commas after fronted adverbials</p>
<b>Terminology for Pupils</b>					
<p>Yr 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p>Yr4 determiner, pronoun, possessive pronoun, adverbial</p>					

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Progression Overview Year 5/6 Cycle A					
A	B	C	D	E	F
<b>Vehicle Texts</b>					
<b>Autumn Unit 5D</b> The Promise	<b>Autumn 2 Unit 5E</b> The Lost Book of Adventure	<b>Spring 1 Unit 5F</b> King Kong	<b>Spring 2 Unit 6D</b> The Ways of the Wolf by Simriti Halls	<b>Summer 1 Year 6E</b> Journey by William Grill	<b>Summer 2 Unit 6F</b> Paradise Sands by Levi Pinfold
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Fiction Outcome:</b> TBC on unit release	<b>Fiction Outcome:</b> Setting Narrative	<b>Fiction Outcome:</b> Cliffhanger Narrative	<b>Fiction Outcome:</b> Documentary Narrative	<b>Fiction Outcome:</b> Endurance Narrative	<b>Fiction Outcome:</b> First person Narrative
<b>Non-fiction Outcome:</b> TBC on unit release	<b>Non-fiction Outcome:</b> Letter to inform	<b>Non-fiction Outcome:</b> Formal report	<b>Non-fiction Outcomes:</b> Balanced Argument	<b>Non-fiction Outcome:</b> Biography to recount	<b>Non-fiction Outcome:</b> Warning Letter
<b>Grammar: Word</b>					
<p>Y5 Develop understanding and use of verb prefixes</p> <p>Yr 6 Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p>	<p>Y5 Develop understanding of the use of verb prefixes</p> <p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns or adjectives into verbs using suffixes (Year 5 recap) e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p>	<p>Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Develop understanding and use of verb prefixes</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p>	<p>Y5 Use of verb prefixes e.g. mis-, de- dis-, re</p> <p>Y6 Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Understand how words are related by meaning as synonyms and antonyms</p>	<p>Y5 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p> <p>Verb prefixes re-, dis-,</p> <p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Yr 5 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p> <p>Y6 Develop understanding of how words are related by meaning as synonyms and antonyms</p> <p>Develop understanding and recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>
<b>Grammar: Sentence</b>					
<p>Y5 Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding and use of modal verbs to indicate degrees of possibility</p> <p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Y5 Indicate degrees of possibility using modal verbs</p> <p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Use fronted adverbials (Yr 4 recap)</p> <p>Y6 Using expanded noun phrases to convey complicated information concisely</p>	<p>Y 5 Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Y5 Indicate degrees of possibility using modal verbs and adverbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Using expanded noun phrases to convey complicated information concisely</p>	<p>Y5 Indicating degrees of possibility using adverbs</p> <p>Indicating degrees of possibility using modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Using expanded noun phrases to convey complicated</p>	<p>Y 5 Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Y6 Develop understanding and recognise the use of</p>

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<p>Y6 The difference between structures of formal and informal speech</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence.</p> <p>Indicate degrees of possibility using adverbs. (Yr 5 recap)</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal</p>	<p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p> <p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p>	<p>information concisely</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p>	<p>subjunctive forms in some very formal writing and speech</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p>
<b>Grammar: Text</b>					
<p>Y5 Develop understanding in using devices to build cohesion within a paragraph</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Y5 Develop understanding in using devices to build cohesion within a paragraph</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Y5 Develop understanding in using devices to build cohesion within a paragraph</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Y5 Use a range of devices to build cohesion within a paragraph.</p> <p>Use a range of sentence types for impact and cohesion</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Yr5 Linking ideas across paragraphs, using adverbials</p> <p>Use a range of devices to build cohesion within a paragraph.</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p> <p>Using headings and sub-headings to organise information</p>	<p>Y5 Develop understanding in using devices to build cohesion within a paragraph</p> <p>Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices</p>
<b>Grammar: Punctuation</b>					
<p>Y5 Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap)</p> <p>Indicate grammatical features by using commas after fronted adverbials (Y4 recap)</p> <p>Indicate grammatical features using dashes to indicate parenthesis</p> <p>Indicate grammatical features using brackets to indicate parenthesis</p> <p>Indicate grammatical features using semi-colons within lists</p> <p>Y6 Indicate grammatical features using dashes and commas to indicate parenthesis (Year 5 recap)</p>	<p>Y5 Use commas after fronted adverbials (Y4 recap)</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Y6 Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning (through editing)</p> <p>Punctuation of bullet points (when modelling planning)</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features by using hyphens to avoid</p>	<p>Y5 Use commas for parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate grammatical features using brackets to indicate parenthesis (Year 5 recap)</p> <p>Use range of punctuation precisely to enhance meaning</p> <p>Use colons to introduce an important point</p> <p>Y6 Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features using the dash to mark the boundary between independent clauses</p>	<p>Y5 Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate grammatical features using commas to indicate parenthesis</p> <p>Y6 Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list</p> <p>Use semi colons within lists</p>	<p>Y5 Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate parenthesis using brackets</p> <p>Y6 Use semi-colons and dashes to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity (Yr5 recap)</p>	<p>Y5 Indicate grammatical features using commas to clarify meaning or avoid ambiguity</p> <p>Indicate parenthesis using brackets</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap)</p> <p>Y6 Indicate grammatical features by using hyphens which can be used to avoid ambiguity</p> <p>Indicate grammatical features using the semi-colon, colon and dash to mark the boundary between independent clauses</p>

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Indicate grammatical features using the colon to introduce a list	ambiguity	Use commas to clarify meaning and avoid ambiguity (Y5 recap)  Indicate grammatical features using brackets to indicate parenthesis (Year 5 recap)			
<b>Terminology for Pupils</b>					
Yr 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Yr 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					