



Ball Green Primary School

Every child. Every chance. Every day.

Narrative genres
Non-fiction genres

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Labels</p> <p>Character description</p>	<p>Retell (repetitive story)</p> <p>Letter</p>	<p>Retell (repetitive story)</p>	<p>Diary (recount)</p> <p>Letter</p>	<p>Narrative: twisted version</p> <p>Recount (trip)</p>	<p>Narrative (innovate part)</p> <p>Pattern poetry</p>
Year 2	<p>Character description</p> <p>Narrative (innovate part)</p>	<p>Biography [mini]</p> <p>Poetry</p>	<p>Chronological report</p> <p>Instructions</p>	<p>Narrative (retell)</p> <p>Letter</p>	<p>Recount (diary)</p> <p>*SATs SPaG revision</p>	<p>Narrative (innovate part)</p> <p>Recount (trip)</p>
Year 3	<p>Character description</p> <p>Instructions</p>	<p>Setting description</p> <p>Recount (trip)</p>	<p>Narrative: retell (innovate part)</p>	<p>Explanation text</p> <p>Setting description</p>	<p>Letter (evacuee)</p> <p>Non-chronological report</p>	<p>Narrative (characterising speech)</p> <p>Poetry</p>
Year 4	<p>Character description</p> <p>Recount (trip)</p>	<p>Narrative (alternate ending)</p> <p>Discussion</p>	<p>Narrative: retell of chapter 1</p>	<p>Narrative (characterising speech)</p> <p>Non-chronological report: animals</p>	<p>Narrative (innovate part)</p>	<p>Poetry</p> <p>Explanation</p>
Year 5	<p>Setting description</p> <p>Instructions</p>	<p>Diary</p> <p>Newspaper report</p>	<p>Non-chronological report</p> <p>Retell of Greek myth</p>	<p>Narrative (characterising speech)</p>	<p>Narrative (alternate ending)</p> <p>Discussion</p>	<p>Poetry</p> <p>Recount (trip)</p>
Year 6	<p>Setting description</p> <p>Recount</p>	<p>Diary entry</p> <p>Explanation text</p>	<p>Retell of new trick (characterising speech)</p> <p>Persuasive instructions</p>	<p>Narrative (characterising speech)</p>	<p>Formal and informal voices</p> <p>Poetry</p> <p>*SATs SPaG revision</p>	<p>Letter – innovate part</p> <p>Playscript</p>

Responsibility. **Equity.** Selflessness. **Positivity.** Empathy. **Courage.** Trust.

Article 28: Every child has the right to an education.

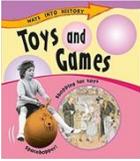
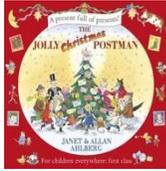
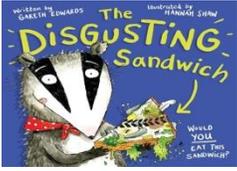
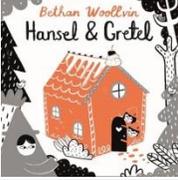
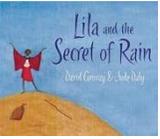
Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



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Year 1

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 					 
Genre	<p>Labels</p> <p>Character description</p>	<p>Retell (repetitive story)</p> <p>Letter</p>	<p>Retell (repetitive story)</p>	<p>Diary (recount)</p> <p>Letter</p>	<p>Narrative – twisted version</p> <p>Recount (trip)</p>	<p>Narrative (innovate part)</p> <p>Pattern poetry</p>

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> Plural nouns suffixes –s or –es Suffixes that can be added to verbs when no change is needed in the spelling of the root word Prefix –un changes the meanings of verbs and adjectives Simple sentences Introduce word class: noun, verb and adjective Use of ‘and’ to join words Sequencing sentences to form short narratives Separation of words with spaces Introduction to CL . ? ! to demarcate sentences Capital letters for names of people, places, the days of the week and the personal pronoun ‘I’
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Year 1 Terminology
<ul style="list-style-type: none"> Letter Capital letter Alphabet Word, singular, plural, suffix Noun, verb, adjective Simple sentence Punctuation Personal pronoun Full stop, question marks, exclamation mark

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Year 2

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text						
Genre	Character description Narrative (innovate part)	Biography (mini) Poetry	Chronological report Instructions	Narrative: retell Letter	Recount (diary) *SATs SPaG revision	Narrative (innovate part) Recount (trip)

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> Formation of nouns using suffixes (e.g. -ness, -er) Formation of nouns using compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes (e.g. -ful, -less) Use of suffixes -er, -est in adjectives Use -ly to turn adjectives into adverbs Co-ordinating and subordinating conjunctions Expanded noun phrases for description Sentence functions (statement, question, exclamation, command) Explore tenses: present and past tense Use of the progressive tense in present and past (I am walking, I was walking) Use of CL . ? ! to demarcate sentences Commas to separate items in a list Apostrophes to mark where letter are missing in spelling to form contractions Apostrophes to mark singular possession in nouns (eg. the girl's name)
Year 1 curriculum coverage [recap and extend]	<ul style="list-style-type: none"> Plural nouns suffixes -s or -es Suffixes that can be added to verbs when no change is needed in the spelling of the root word Prefix -un changes the meanings of verbs and adjectives Simple sentences Use of 'and' to join words Sequencing sentences to form short narratives Separation of words with spaces Introduction to CL . ? ! to demarcate sentences Capital letters for names of people, places, the days of the week and the personal pronoun 'I'

Year 2 Terminology
<ul style="list-style-type: none"> Noun, expanded noun phrase Adjective, verb, adverb Compound, suffix Co-ordinating conjunctions, subordinating conjunctions Sentence functions: statement, question, exclamation, command Present tense, past tense Progressive tense Capital letter, full stop, question mark, exclamation mark, comma, apostrophes Contraction Possession

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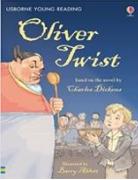
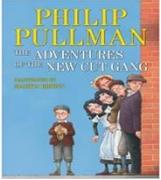
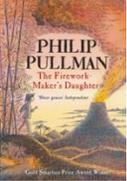
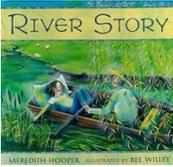
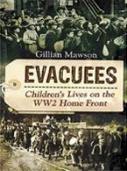
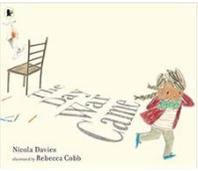
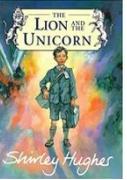
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Year 3

Year 3	Autumn Term		Spring Term		Summer Term		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Class Text							 
Genre	Character description Instructions	Setting description Recount (trip)	Narrative: retell (small steps)		Explanation text Setting description	Letter (evacuee) Non-chronological report	Narrative (characterising speech) Poetry

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Use of the forms a or an according to whether the next word begins with a consonant or vowel Word families based on common root words (e.g. solve, solution, solver, dissolve, insoluble) Full use of co-ordinating and subordinating conjunctions Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) and prepositions (eg. before, after, during, in, because of) Introduce paragraphs Headings and sub-headings to aid presentation Use the present perfect form of verbs instead of simple past (e.g. <i>He has gone out to play</i> instead of <i>He went out to play</i>.) Introduction to inverted commas to punctuate direct speech Introduction of pre-cursive handwriting to increase legibility, consistency and quality
Year 2 curriculum coverage [recap and extend]	<ul style="list-style-type: none"> Formation of nouns using suffixes (e.g. -ness, -er) Formation of nouns using compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes (e.g. -ful, -less) Use of suffixes -er, -est in adjectives Use -ly to turn adjectives into adverbs Co-ordinating and subordinating conjunctions Expanded noun phrases for description Sentence functions (statement, question, exclamation, command) Present and past tense Progressive tense in present and past Use of CL . ? ! to demarcate sentences Commas to separate items in a list Apostrophes to mark where letter are missing in spelling to form contractions Apostrophes to mark singular possession in nouns (eg. the girl's name)

Year 3 Terminology
<ul style="list-style-type: none"> Preposition Co-ordinating conjunction, subordinating conjunction Word family, prefix, suffix Direct speech Inverted commas Alphabet, consonant, vowels Adverbs, prepositions Present perfect tense Paragraphs Headings, subheadings Apostrophes, contractions, possession

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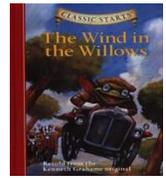
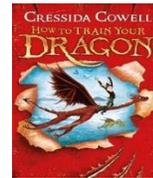
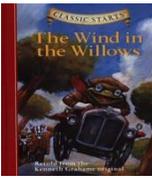
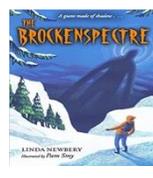
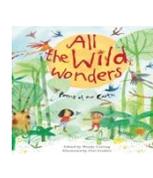
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Year 4

Year 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text			 	 		 
Genre	Character description Recount (trip)	Narrative (alternate ending) Discussion	Narrative (retell of chapter 1)	Narrative (characterising speech) Non-chronological report: animals	Narrative (innovate part)	Poetry Explanation

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> • Difference between plural and possessive –s • Apostrophes to mark plural possession • Standard English forms for verb inflections (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) • Expanded nouns phrases (modifying adjectives and nouns) • Prepositional phrases • Accurate use of fronted adverbials, demarcated with a comma • Use of paragraphs to organise ideas • Appropriate choices of pronouns or nouns to avoid repetition • Accurate use of inverted commas, and other punctuation, to indicate direct speech • Accurate use of main and subordinate clauses including punctuation [P.] within complex sentences using subordinating conjunctions • Introduction of joining pre-cursive handwriting to increase legibility, consistency and quality
Year 3 curriculum coverage [recap and extend]	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) • Use of the forms a or an according to whether the next word begins with a consonant or vowel • Word families based on common root words (e.g. solve, solution, solver, dissolve, insoluble) • Full use of co-ordinating and subordinating conjunctions • Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) and prepositions (eg. before, after, during, in, because of) • Introduce paragraphs • Headings and sub-headings to aid presentation • Use the present perfect form of verbs instead of simple past (e.g. <i>He has gone out to play</i> instead of <i>He went out to play</i>.) • Introduction to inverted commas to punctuate direct speech

Year 4 Terminology
<ul style="list-style-type: none"> • Pronoun, possessive pronoun • Plural, possessive • Apostrophes, possession, contraction • Determiners • Word family, root word • Expanded noun phrases • Adverbials • Prepositional phrases • Fronted adverbials, comma • Paragraphs • Noun, pronoun • Direct speech, inverted commas, reporting clause • Main clause, subordinate clause, complex sentence, subordinating conjunctions

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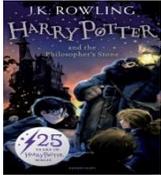
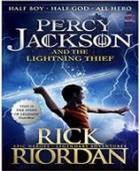
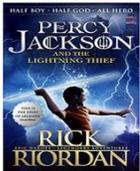
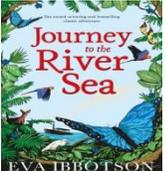
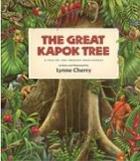
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Year 5

Year 5	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 					 
Genres to teach	<p>Setting description</p> <p>Instructions</p>	<p>Diary</p> <p>Newspaper report</p>	<p>Non-chronological report – e.g. Medusa</p> <p>Retell of a Greek myth</p>	<p>Narrative (characterising speech) – embellish e.g. change Gorgon creature</p>	<p>Narrative (alternate ending)</p> <p>Discussion</p>	<p>Poetry</p> <p>Recount (trip)</p>

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> • Converting nouns and adjectives into verbs using suffixes (e.g. –ate; -ise; -ify) • Verb prefixes (e.g. dis-, de-, mis-, over- and re-) • Relative clauses • Demarcate parenthesis with brackets, dashes and commas • Commas to mark phrases and clauses • Commas to clarify meaning or avoid ambiguity • Indicating degrees of possibility using adverbs or modal verbs • Devices to build cohesion within a paragraph e.g. fronted adverbials • Accurate use of joined, cursive handwriting to increase legibility, consistency and quality
Year 4 curriculum coverage [recap and extend]	<ul style="list-style-type: none"> • Difference between plural and possessive –s • Apostrophes to mark plural possession • Standard English forms for verb inflections (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) • Expanded nouns phrases (modifying adjectives and nouns) • Prepositional phrases • Accurate use of fronted adverbials, demarcated with a comma • Use of paragraphs to organise ideas • Appropriate choices of pronouns or nouns to avoid repetition • Accurate of inverted commas, and other punctuation, to indicate direct speech • Accurate use of main and subordinate clauses including punctuation [P,] within complex sentences using subordinating conjunctions

Year 5 Terminology
<ul style="list-style-type: none"> • Prefixes, suffixes • Modal verbs, adverbs • Degree of possibility (possibility, certainty) • Phrases, clauses • Relative clause • Relative pronoun • Demarcate, parenthesis, brackets, dashes, commas • Paragraphs, cohesive devices, fronted adverbials • Ambiguity

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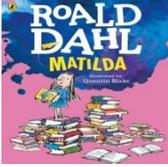
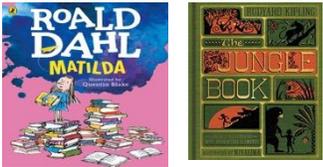
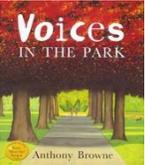
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Year 6

Year 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text						
Genres to teach	Setting description Recount (trip)	Diary entry Explanation text	Retell of new trick (characterising speech) Persuasive instructions	Narrative: characterising speech	Formal and informal voices Poetry *SATs SPaG revision	Letter – innovate part Playscript

Curriculum coverage [non-negotiable objectives]	<ul style="list-style-type: none"> Active and passive voice Formal and informal language (subjunctive form) Building cohesion across paragraphs using a range of devices Layout devices in non-fiction (headings, subheadings, bullet points, ellipsis) Synonyms and antonyms : (colon) ; (semi-colons) - (dash) - (hyphens) Accurate use of joined, cursive handwriting to increase legibility, consistency and quality
Year 5 curriculum coverage [recap and extend]	<ul style="list-style-type: none"> Converting nouns and adjectives into verbs using suffixes (eg. -ate; -ise; -ify) Verb prefixes (eg. dis-, de-, mis-, over- and re-) Relative clauses Demarcate parenthesis with brackets, dashes and commas Commas to mark phrases and clauses Commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using adverbs or modal verbs Devices to build cohesion within a paragraph e.g. fronted adverbials

Year 6 Terminology
<ul style="list-style-type: none"> Subject, object Active, passive Formal, informal language Subjunctive form Synonym, antonym Colon, semi-colon Hyphen Dash Headings, subheadings, ellipsis, bullet points Ambiguity Cohesive devices, paragraphs, fronted adverbials Demarcate

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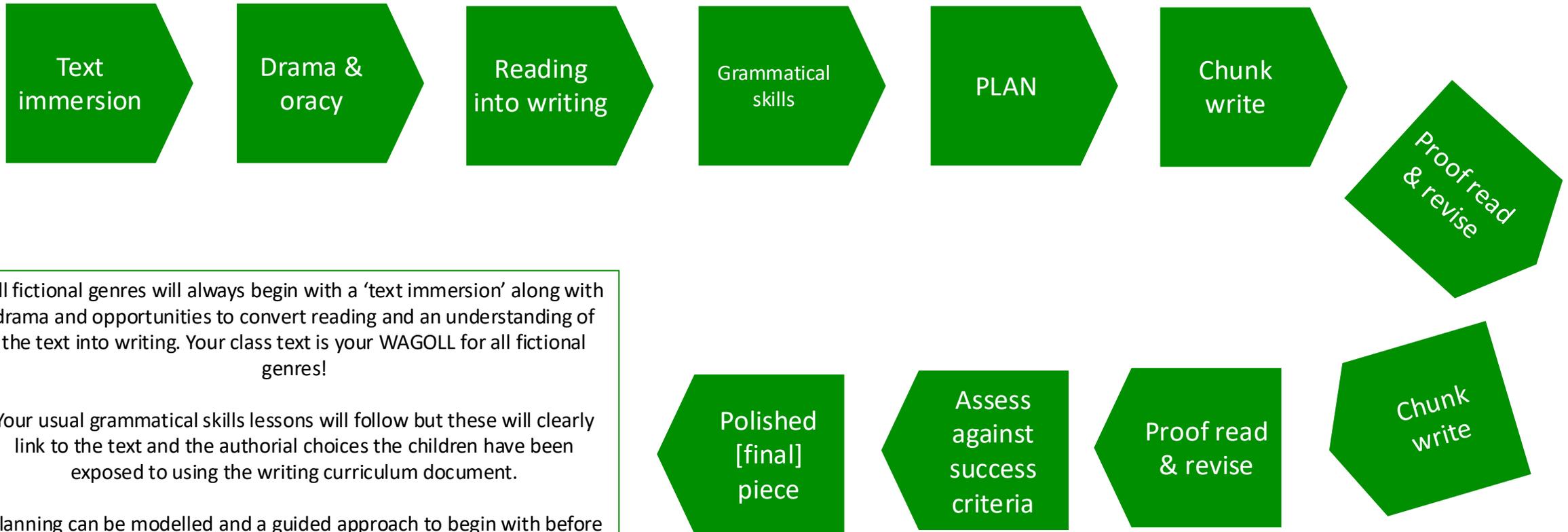
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Writing Sequence Y1-Y6

Fictional genres



All fictional genres will always begin with a 'text immersion' along with drama and opportunities to convert reading and an understanding of the text into writing. Your class text is your WAGOLL for all fictional genres!

Your usual grammatical skills lessons will follow but these will clearly link to the text and the authorial choices the children have been exposed to using the writing curriculum document.

Planning can be modelled and a guided approach to begin with before the children begin to write in 'chunks' –

KS1 – sentences

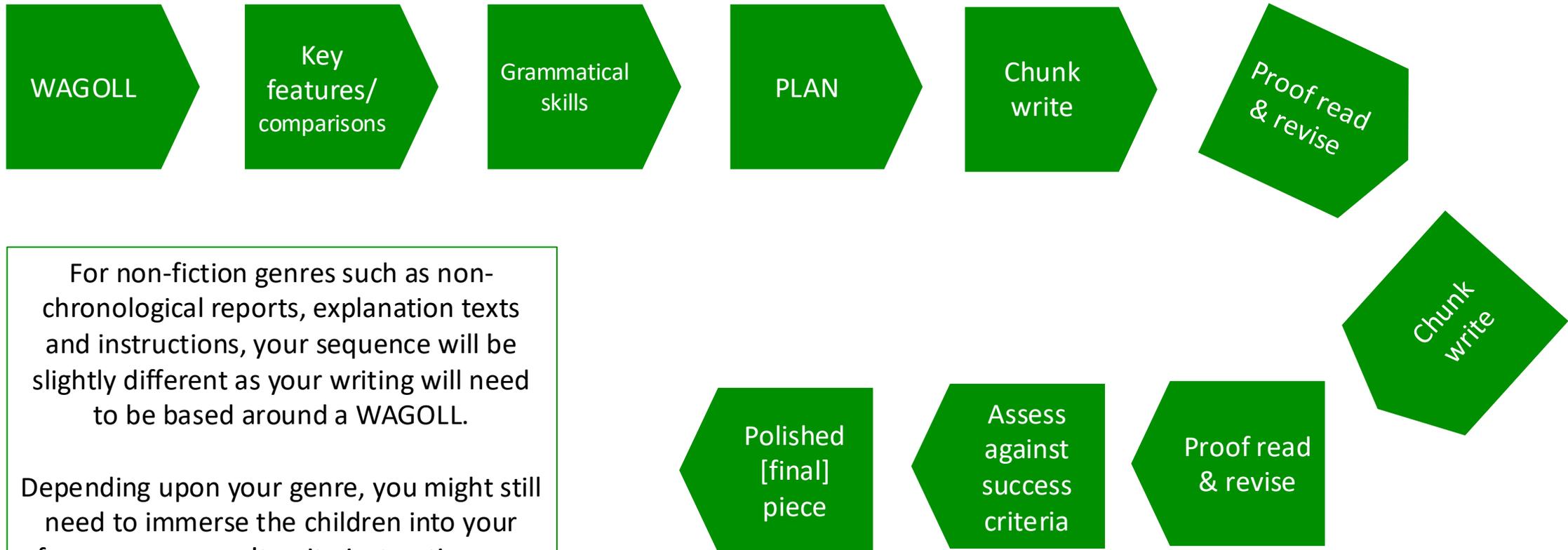
KS2 – paragraphs

Each 'chunk' will be modelled by a teacher first!



Writing Sequence Y1-Y6

Non-fiction genres

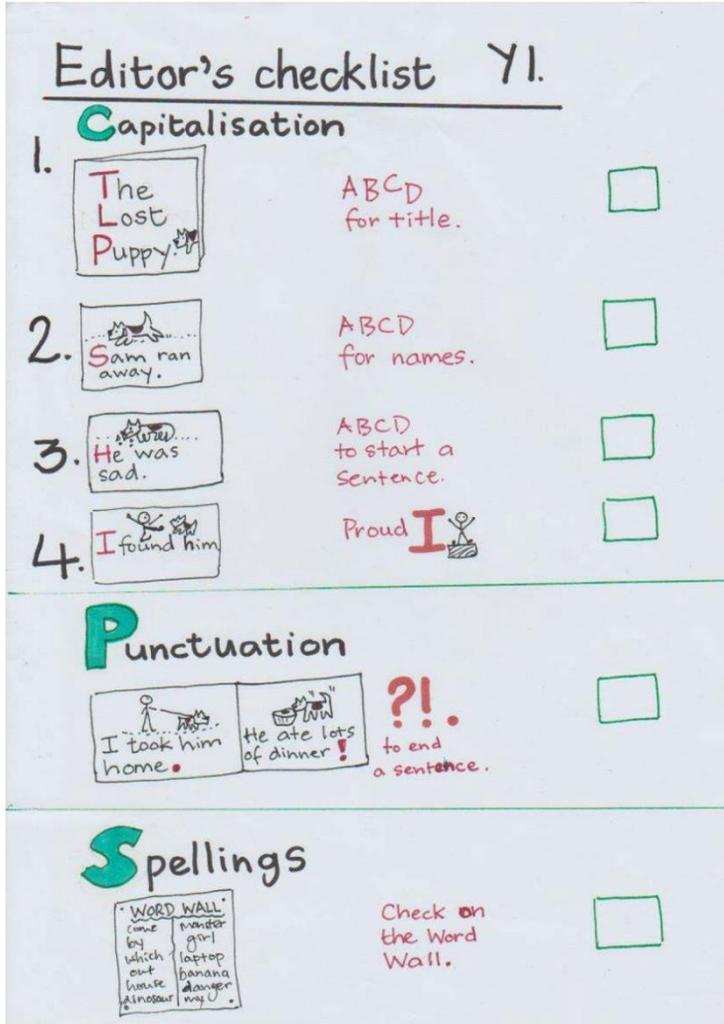


For non-fiction genres such as non-chronological reports, explanation texts and instructions, your sequence will be slightly different as your writing will need to be based around a WAGOLL.

Depending upon your genre, you might still need to immerse the children into your focus e.g. you can't write instructions on how to do something without doing it first!



No More: My Pupils Can't Edit!



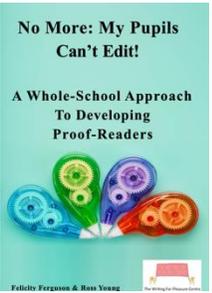
Children will need to be taught how to use this checklist when they are proof-reading their writing.

This means that the child will independently read their writing back and check for the following [on the checklist].

The writer will be constantly considering the non-present reader – someone who will read this work at a later point and does not know the background of it.

Using an orange pen, children will be able to proof-read and revise their work.

Strategy for checking spellings: children to read their writing from the end to the start JUST looking for spelling errors.





Proof reading



Proof reading – exemplar teaching sequence for children so that they can complete this independently:

1. Read it aloud to yourself.
2. Read it twice.
3. Ask your writing partner to read your writing back to you.
4. Peer review: non-present reader
5. Read it from bottom to top. Start with the last word and work backwards, a procedure which particularly helps you focus on spelling.
6. Put your pencil/pointer on each word as you slowly read.
7. Look out for errors you know you often make.
8. Check against your editing checklist!

