

Reading

A **VITAL** SKILL THAT SUPPORTS CHILDREN'S LEARNING ACROSS THE WHOLE CURRICULUM.

At Ellistown Primary School, reading is promoted as an intrinsic part of teaching and learning. The ability to read is not only the key to learning but it also has a huge impact on children's self-esteem and future life chances.

As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities.

Above all, we want children in our school to become enthusiastic, independent and reflective readers.

We want our children to fall in love with reading so that it brings them pleasure and allows them to experience new things, discover new worlds and explore the emotions of others.

TEACHING READING AT ELLISTOWN

In EYFS and Key Stage One the children are taught to read and write following the 'Twinkl Phonics' curriculum. This programme teaches children to decode (break down) words into their smallest units of sound (phonemes) systematically.

Children in Years 1-6 continue to be supported with developing their reading fluency, accuracy and stamina as well as the progression of comprehension skills. This is achieved through both group and whole-class reading sessions.

All of our English units are planned around high quality texts to ensure our pupils are immersed in quality literature.

One of the core priorities of our school is to encourage reading for pleasure, each classroom has an inviting book area, filled with a carefully curated range of books and texts. We encourage children to be involved in selecting these texts. Additionally we have a beautiful school library which is used by each class. We also invest in "Reading Rocks" book subscriptions for each phase, which mean carefully curated new releases are regularly arriving at school. These are always greeted with excitement and create a real reading buzz!

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EVERYBODY READING IN CLASS OR 'ERIC TIME'

At 1pm classes take part in ERIC time. During this time the class teacher or teaching assistant reads a book to the children or, children are given time to enjoy their own books whilst adults circulate to hear children read.

VIPERS

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence (KS1) or Summarise (KS2)

READING ACROSS THE CURRICULUM

Reading is ingrained in everything we do at Ellistown; our Humanities and Science work booklets incorporate subject specific text, and give opportunity to employ the VIPERS comprehension skills. We invest in the Library Services, and through this have a range of fiction and non-fiction texts closely linked to our curriculum available in school each year.

Phonics

Twinkl Phonics has purposefully been designed and written as a whole-school phonics programme. The systematic introduction of sounds and common exception words ensures challenging yet supportive learning outcomes that build upon prior knowledge. This ensures progression and continuity between key stages and year groups.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun lesson resources within a clear and systematic approach that builds children's skills daily.

During the lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

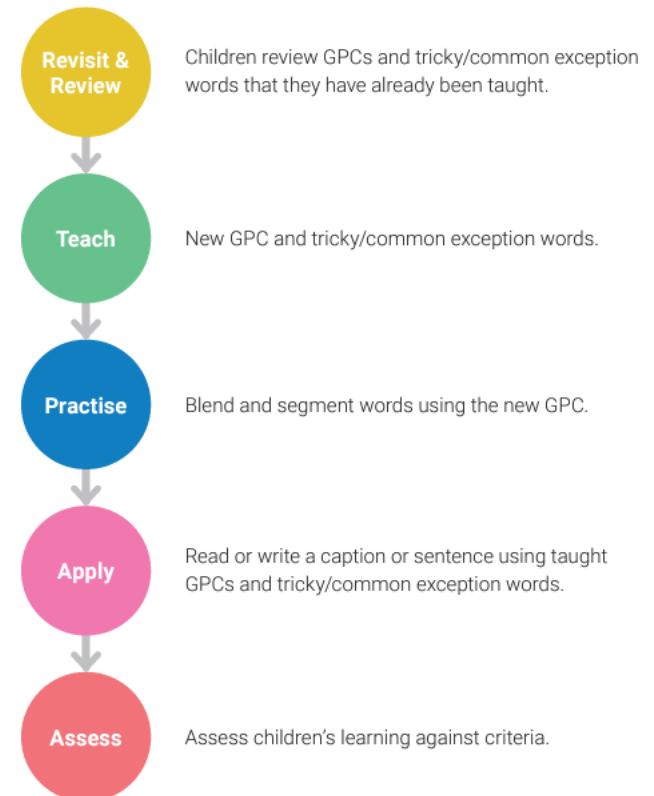
Stories are used to provide a stimulus and context for the phonics teaching in Twinkl Phonics lessons. The story content also integrates games to practise the skills taught. So, while children are solving mysteries in ancient Egypt or journeying down the Mississippi River, they are practising and rehearsing their core phonics skills over and over, in many different and engaging ways.

Twinkl Phonics lessons are also supported by weekly decodable minibooks, which are part of our Core Provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups which relate to the day's learning.



The 4 Cornerstones of Phonics

The structure of every phonics lesson follows this five-part pattern to ensure that the four cornerstones of phonics are covered:



Writing

Our writing curriculum is novel-based so it goes hand in hand with our mission to foster a genuine enthusiasm for books. We intend our children to be able to express their thoughts and ideas clearly and creatively through the written word.

We aim to create confident and competent writers who have all the necessary skills and knowledge to write for a range of purposes and have the ability to draft, edit and improve their own work in order to create accurate, well considered pieces of writing.

We set high expectations for all of our children to take pride in their work, have a fluent, joined handwriting style and consider the most effective way to present their final drafts.

At Ellistown Primary School we have a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing. The four purposes to write being taught across KS1 and KS2 are: to entertain , to inform , to persuade and to discuss

Below is our long term plan for writing in our school:

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 1	Writing to Entertain	Writing to Inform	Writing to Entertain Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
Year 2	Writing to Inform	Writing to Entertain Writing to Inform	Writing to Entertain	Writing to Entertain	Writing to Entertain Writing to Inform	Writing to Inform
Year 3	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Inform	Writing to Entertain	Writing to Persuade
Year 4	Writing to Entertain	Writing to Inform	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Inform Writing to Entertain
Year 5	Writing to Inform	Writing to Entertain	Writing to Discuss	Writing to Inform	Writing to Persuade	Writing to Entertain
Year 6	Writing to Inform	Writing to Discuss	Writing to Inform	Writing to Inform	Writing to Persuade	Writing to Inform

Writing

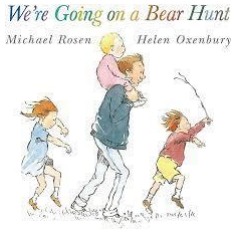

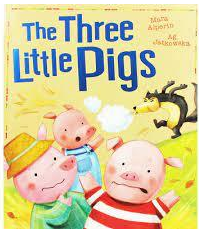
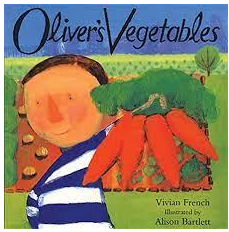
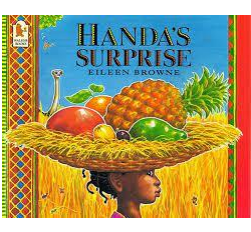
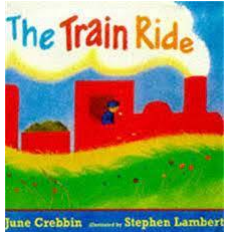
HANDWRITING-We use Letterjoin Handwriting, Pupils are initially taught print formation in EYFS, moving to cursive in KS1. Handwriting is taught as a discrete lesson once a week, with additional regular opportunities to practice taught skills through Early English work and English lessons.

SPAG-


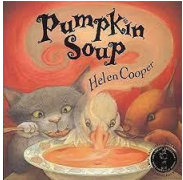
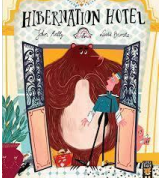

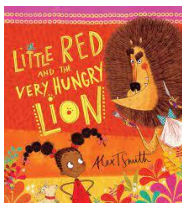
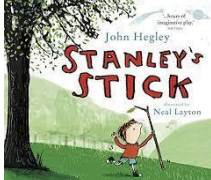
KS1-SPAG is taught through the daily phonics sessions, and taught skills are embedded in the English lessons.

KS2-SPAG is taught using the Spelling Shed programme. There is a discrete spelling, and grammar session each week, with additional regular opportunities to practice taught skills through Early English work and English lessons.

EYFS

	Block 1 Who Lives where?	Block 2 What makes a Hero?	Block 3 Once Upon a Time...	Block 4 Let's Go Outside!	Block 5 All Creatures Great and Small	Block 6 Ticket to Ride
						
Focus Texts	We're going on a Bear Hunt	Supertato	Three Little Pigs	Oliver's vegetables	Handa's Surprise	The Train Ride
Purpose for writing	Children to create a rough story map and have a go at initial sounds if ready	Have a go at writing simple sentences for Supertato if ready.	Have a go at writing a retell of The Three Little Pigs if ready	Healthy Food – My Menu / My Food Diary Mini beasts – Animal Fact File – Compare two animals Instructions	Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animal Write new version	Write a postcard / diary writing The Airport and seaside day recount All about a country
Opportunities to Write	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence Captions Lists	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC. Book reviews. Guided writing based around developing short sentences in a meaningful context – learning lady guided reading links. Writing basic stories Create a story board	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Bee man recount Character descriptions. Write 2 sentences	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write simple sentences.


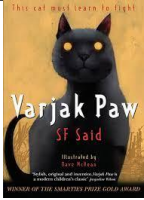
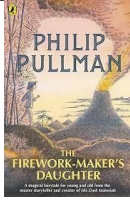
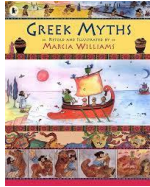
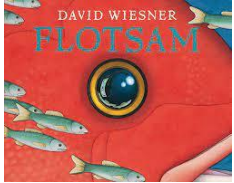
Year 1

	Block 1 Wonderful Weather	Block 2 Remember, Remember...	Block 3 Animal Kingdom	Block 4 Move It!	Block 5 Bright Lights, Big City	Block 6 The Real Pocahontas
						
Focus Texts	After the Storm	Pumpkin Soup	The Bear and the Hare (film) Hibernation Hotel	Way Back Home (book and film)	Little Red and the Very Hungry Lion	Stanley's Stick
Purpose for writing	<u>To Entertain</u> – Poetry, Setting Descriptions	<u>To Inform</u> – Recounts and Instructions	<u>To Entertain</u> – Narrative, Poetry <u>To Inform</u> Non- Chronological Report	<u>To Entertain</u> – Character Description, Story, Letter Writing	<u>To Inform</u> – Recounts- Newspaper Reports and Diary Entries	<u>To Entertain</u> – Descriptions, Narrative (in-role)
Alan Peat Sentence	2A Sentences	2A Sentences	All the Ws	2A Sentences	All the Ws	2A Sentences
Curriculum Links	Humanities- weather and seasons, Science- Seasons and Weather	DT-Cooking and Nutrition	Science-Animal Kingdom, Humanities-Hot and Cold Places	Humanities- Travel and Transport, Science-Building Things, DT- Structures		Science-Plants Art-Observational drawing
Poetry	Acrostic- Weather/Seasons		Poetry-Riddles			Shape Poems (Calligrams) Plants
Humanities End of Unit Writing	How can you present your decision?	What were the main events of the Gunpowder Plot?	How have real animals adapted to hot/cold places?	How has transport changed over time?	What would you write in a postcard from a capital city?	Why should we remember Pocahontas?

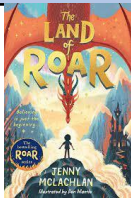
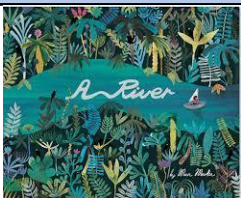
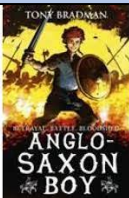
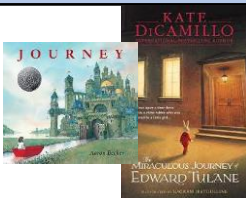
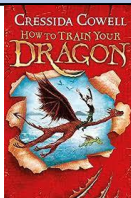
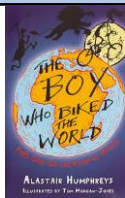
Year 2

	Block 1 Our World	Block 2 Fire! Fire!	Block 3 To Infinity and Beyond!	Block 4 Brilliant Brazil	Block 5 Blue Planet	Block 6 Coal and Canals
						
Focus Texts	Meerkat Mail	The Great Fire of London	Traction Man	Grandad's Island	The Storm Whale	The Dragon Machine
Purpose for writing	<u>To Inform</u> –Recount and Non- Chronological Report	<u>To Entertain</u> – Diamante Poems, Setting Description <u>To Inform</u> – Recount-News Report	<u>To Entertain</u> – Character Description and Narrative	<u>To Entertain</u> – Setting Description, Narrative, Poetry	<u>To Entertain</u> – Narrative <u>To Inform</u> – Instruction	<u>To Entertain</u> – Poetry <u>To Inform</u> –Non- Chronological Report, Explanation
Alan Peat Sentence	2A Sentences, BOYS	List Sentences, All the Ws	List Sentences, Short Sentence	List Sentences, BOYS	List Sentence, All the Ws	All the Ws, BOYS
Curriculum Links	Humanities- Continents Science-Habitats	History-The Great Fire of London, Science-Materials	Humanities- Explorers and Adventurers	Science-Human Lifestyles	Humanities-Oceans and Seas	Art-Clay Dragon Eyes
Poetry		Diamante Poems- Bonfire Night			Haikus-Stormy Seas	Free Verse- Dragon's Eggs
Humanities End of Unit Writing	What do we know about the 7 Continents?	Why did the Great Fire Spread so Easily?	The Lives of Explorers and Adventurers	Life in Brazil	Our Oceans	Why are coal and canals important to our local area?

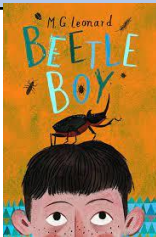

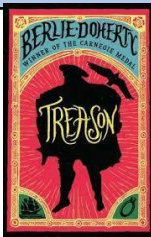
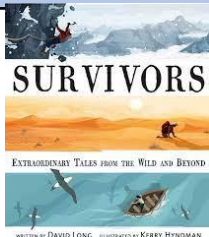

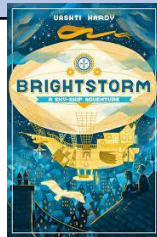
Year 3

	Block 1 Life before we knew it	Block 2 Somewhere to settle	Block 3 The real Mulan	Block 4 What a disaster!	Block 5 Who let the Gods out?	Block 6 Cloudy with a Chance of Meatballs
						
Focus Texts	Stone Age Boy How to Wash a Woolly Mammoth	Home Sweet Home (film) Fantastic Mr Fox	Varjak Paw, EVOL (film)	The Firework Maker's Daughter, Tadeo Jones (Film)	Greek Myths (Including Books Who let the Gods out & Julius Ceasar)	Flotsam, The Windmill Farmer (film)
Purpose for writing	<u>To Inform</u> –Recount and Instructions	<u>To Entertain</u> – Description, poetry	<u>To Persuade</u> –Advert- food, comparison/ argument piece	<u>To Inform</u> – Explanation, Recount- Diary Entry	<u>To Entertain</u> – News report, narrative	<u>To Persuade</u> –Poster, Letter
Alan Peat Sentence	3ed sentences, Many Questions	Noun which/where/who, simile	Emotion word (comma)	Ad, same ad	Double ly ending	The more, the more
Curriculum Links	Humanities- Prehistoric Britin Art-Charcoal drawing	Humanities-Villages, towns and Cities, Art- drawing architecture, DT-Structures	Humanities-Shang Dynasty,, DT cooking	Humanities- Mountains, Volcanoes and Earthquakes	Humanities-Ancient Greece	Humanities-Water, Weather and Climate
Poetry		Clerihews-Fantastic Mr Fox characters Free Verse- Remembrance Poetry			Limericks-Greek Myths	
Humanities End of Unit Writing	What were the major differences between the different eras of the Stone Age?	Where do people live?	What do we know about the Shang Dynasty?	Imagine you are in charge of a town. How would you plan for a volcanic eruption?	Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?	Why does it rain?


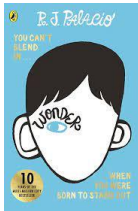
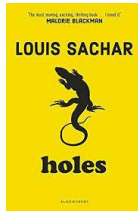

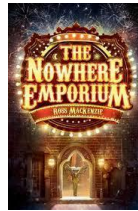

Year 4

	Block 1 Swords and Sandals	Block 2 Go with the Flow	Block 3 Settlers, Battlers and Farmers	Block 4 No Place Like Home	Block 5 Vicious Vikings	Block 6 Mining, Minerals and Fuel
						
Focus Texts	Land of Roar	A river	Anglo-Saxon Boy	Journey, The Miraculous Journey of Edward Tulane	How to Train your Dragon)	The Boy who Biked the World, Tabula Rasa (film)
Purpose for writing	<u>To Entertain</u> – Character description, Narrative-adventure story	<u>To Inform</u> –Recount- journey of a river, Explanation <u>To entertain</u> –Poetry	<u>To Inform</u> –letter, non-chronological report	<u>To entertain</u> –setting description, narrative	<u>To Persuade</u> – Speech-Why Dragons are good, Persuasive brochure-Join a Viking Tribe	<u>To Inform</u> – Newspaper article <u>To entertain</u> – narrative
Alan Peat Sentence	-ing, -ed 2 pairs	Verb, person Noun which/who,	Noun which/where/who, 2A/ List sentences	3 bad dash Personification	PC-Paired conjunctions	Recap all taught
Curriculum Links		Humanities-Rivers, Art-3D rivers	Humanities-Anglo- Saxons	Humanities-Migration	Humanities-Vikings	Humanities-Water, Weather and Climate
Poetry	Kennings	Free Verse-River Poems		Tetractys		
Humanities End of Unit Writin	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'	Why should we protect rivers from pollution?	How did the Anglo- Saxons change life in Britain?	'Migration has more disadvantages than advantages.' Do you agree?	'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?	'Every country should stop mining natural resources.' How much do you agree with this statement?

Year 5

	Block 1 Kingdom Story	Block 2 Shanty Towns	Block 3 Menacing Medievals	Block 4 Earth Matters	Block 5 Changing Britain	Block 6 Power Trip
						
Focus Texts	High Diving Giraffes (film), Beetle Boy	Rumblestar	Treason	Survivors	Darwin's Dragons	Michael Rosen (Performance Poetry) Brightstorm)
Purpose for writing	<u>To Inform</u> – Recount, Non-Chronological Report-Beetles	<u>To Entertain</u> – Poetry, Setting Description	<u>To Discuss</u> Balanced Argument, Book Review	<u>To Inform</u> – Biography, Newspaper Article	<u>To Persuade</u> – advert, letter	<u>To entertain</u> – Performance poetry, Narrative-adventure story
Alan Peat Sentence	Many Questions, De; De	2 pairs Emotion word (comma)	Some, Others 3 bad dash	Noun which/where/who, Outside (inside)	Imagine 3, The more, the more	Personification irony
Curriculum Links			Humanities-Medeival Monarchs	Humanities-Migration	Science-Humans and Animals over time	Beetle Boy
Poetry	Haikus	Senryus		Renga		Performance Poetry
Humanities End of Unit Writing	What are the achievements of the Benin Kingdom?	How far do you agree with the following statement? 'Governments around the world should clear slums	Who was the greatest medieval monarch?	How much do you agree with the following statement? 'It is already too late to protect biomes from climate	What did the British civil rights protests in the twentieth century have in common?	'Humans cannot live sustainably.' How much do you agree with this statement?

Year 6

	Block 1 The Great Exhibition	Block 2 I wonder...	Block 3 Rights and Responsibilities	Block 4 Population Obligation	Block 5 Globalisation Galvanisation	Block 6 Keep Calm and Carry On
						
Focus Texts	The Highway Man Street Child	Wonder	Holes Swing of Change (film)	Macbeth	Little Freak (film) The Nowhere Emporium	Beyond the lines (film) Goodnight Mr Tom
Purpose for writing	<u>To Entertain</u> – Poetry, Character and Setting descriptions	<u>To Discuss</u> – Newspaper article, balanced argument	<u>To Entertain</u> Diary (in role) <u>To Inform</u> – non-chronological report	<u>To Persuade</u> – Persuasive letter, Persuasive Speech	<u>To Entertain</u> – First person narrative, setting description/diary	<u>To Inform</u> – Biography, Newspaper
Alan Peat Sentence	<u>De; De</u>	<u>Last word, first word</u> <u>Some, Others</u>	<u>irony</u> <u>De; De</u>	<u>Imagine 3,</u> <u>If, if, if, then</u>	<u>Outside (inside)</u> <u>The more, the more</u>	Recap all learnt
Curriculum Links	Humanities-Industrial Revolution		Humanities-Civil Rights			Humanities-20 th Century Conflict
Humanities End of Unit Writing	What advantages and disadvantages did the Industrial Revolution have for working-class people?	What does your fieldwork show?	Non-violent protest is not enough. Do you agree?	‘Population increase is one of the greatest risks to the planet.’ Do you agree?	‘Globalisation has made the world a better place.’ How much do you agree?	Could the Second World War have been avoided?

Appendices

Progression of Alan Peat Sentence Types

- Throughout the school we use a system for teaching writing developed by the educational specialist Alan Peat.
- In each year group, children are taught particular types of sentences, which have a handy name, so that children understand what is meant whichever class they are in in the school. Many of these are then revisited in following years.
- The sentence types are designed to help children to write exciting, engaging pieces of writing that use the right tone for their purpose.
- Each year group should revise and embed the sentence types from previous year groups to consolidate learning.
- Sentence types should be referred to by the Alan Peat name, to ensure consistency throughout the school.

Year group	Sentence Type	Example	Rule/Teaching Points	Link to National Curriculum
Year 1	2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	<ul style="list-style-type: none"> - A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader. - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2) 	<ul style="list-style-type: none"> - A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader. - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)
	All the Ws	Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes?	<ul style="list-style-type: none"> - Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if? 	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
Year 2	BOBS Sentences (But, Or, Because, So)	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. He was quite happy because it was a sunny day.	A B.O.B.S sentence is a two-part sentence. The first part of the sentence always ends with a comma (,) and the last part always begins with a conjunction.	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)
	List sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed .	A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.	<ul style="list-style-type: none"> Commas to separate items in a list p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] - p. 32 (LKS2 programme of study)
	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	<ul style="list-style-type: none"> 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children. 	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)

Year group	Sentence Type	Example	Rule/Teaching Points	Link to National Curriculum
Year 3	Simile	The huge monster chased after the children like a tornado. Although the giant was as tall as a mountain, he wasn't frightening.	Comparing one thing with another, using like a.... or as..... as.....	link to poetry and explore figurative language.
	3 __ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)
	Emotion, comma	Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.	- Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	Doubly –ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)
	Many questions	Where was the treasure? the diamonds? the rubies? the riches? What if she was lost? trapped? captured? or murdered?	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). n.b. the additional phrases do not need capitals.	Writing for effect
	Ad, same ad	He was a fast runner, fast because he needed to be. It was a silent town, silent because all the residents had fled.	Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.	In narratives, create settings, characters and plot. noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)

Year group	Sentence Type	Example	Rule/Teaching Points	Link to National Curriculum
Year 3	Noun, which/ who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action .	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2)
Year 4	2 pairs	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i> Vary sentence openers Emphasise characters' emotion	Indicating degrees of possibility using adverbs p.78 (English Appendix 2)
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negatives followed by a dash and then a question which relates to the three adjectives. - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	- 3 negatives followed by a dash and then a question which relates to the three adjectives. - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)
	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.	- Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)

Year group	Sentence Type	Example	Rule/Teaching Points	Link to National Curriculum
Year 4	Personification	<i>The rain wept down his window - The rain wept pitifully down his window.</i> <i>The waves battered the little boat</i>	An element of the weather is given a human attribute. When grasped, introduce an adverb . Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>) ‘The rain wept down his window.’	Links to exploring language, including figurative language, vocabulary choice and how it presents meaning
	P.C. (paired conjunctions)	<i>neither nor</i> – Neither money nor gifts could make him go back to the haunted hut. <i>e.g. both and</i> - It was both creepy and unpleasant for him to work there.	When some words need a second word in order to make sense	conjunctions
Year 5	De: De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn’t slept for more than two days.	Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail	Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	- Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i> . - There is no capital letter after the semi-colon.	Use of the semi-colon , colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Outside (Inside sentences).	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)	Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character’s true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth... Secretly... Happy/sad... Brave/terrified etc Consider Viewpoint	Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion Parenthesis

Year group	Sentence Type	Example	Rule/Teaching Points	Link to National Curriculum
Year 5	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	- An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)
	Imagine 3 :	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	<p>Sentence begins with</p> <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon <p>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)</p> <p>- Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)</p>	<p>Sentence begins with</p> <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon <p>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)</p> <p>- Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)</p>
Year 6	Last word, first word	Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.	This is made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with. (Almost identical to an ad, same ad).	Use a wide range of devices to build cohesion within and across paragraphs.
	If, if, if, then	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.) 	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if , because, although p.40 (LKS2 programme of study)