

Highlighted **yellow** are Alan Peat sentences taught from EYFS to Year 6

Fiction through each term - choose objectives that suit the text/stage of the class	
EYFS	EYFS coverage in purple group Word and sentence objectives covered
	<p>Writing letters Writing commands Writing descriptive sentences Writing balanced text with pros and cons Writing labels Composing descriptive sentences</p> <p>Cap-stop sentence (Capital letter, full stop)</p> <p>Sticky "and" (Using and – conjunction)</p> <p>Why-because (compound sentence, coordinating conjunction)</p> <p>BOYS. (but, or, yet, so) – compound sentence (coordinating conjunction)</p>
Year 1	Year 1 coverage in blue group Word and sentence objectives covered
<p>Recap if needed:from yellow group</p> <p>Verbs (past tense)</p> <p>Apostrophe for omission</p> <p>Capital letters for proper names and starting sentences</p> <p>Suffixes ing/ed/er and adjectives er/est</p> <p>Plurals using suffixes s and es</p> <p>Joining words and clauses using and</p> <p>Full stops</p> <p>Compound words</p> <p>Adjectives</p> <p>Nouns</p> <p>Statements</p> <p>Past tense</p> <p>Questions and question marks</p> <p>Exclamations and exclamation marks</p> <p>Commands</p> <p>Statements</p>	<p>Noun phrases</p> <p>Verbs</p> <p>Adjectives</p> <p>Adverbs</p> <p>Noun phrases</p> <p>Present and past tense</p> <p>Commas in lists</p> <p>Co-ordination (or, and, but)</p> <p>Apostrophe for omission</p> <p>Adverbs ending in ly</p> <p>Commands</p> <p>Compound words</p> <p>Cap-stop sentence (Capital letter, full stop)</p> <p>Sticky "and" (Using and – conjunction)</p> <p>Why-because (compound sentence, coordinating conjunction)</p>
Year 2	Year 2 coverage in grey group RWI Word and sentence objectives covered
Recap if needed from blue group:	<p>Co-ordination (and, or, but)</p> <p>Progressive in the past tense</p>

<p>Writing simple and compound sentences using conjunctions including subordination conjunctions such as when/if/that</p> <p>Writing noun phrases using 3/4 adjectives before the noun</p> <p>Using questions/commands and statements</p> <p>Writing different sentence types such as commands and statements</p> <p>Using adverbs to add detail to a sentence</p>	<p>Commands Nouns Apostrophe for possession Progressive in the present tense Progressive in the past tense</p> <p>Adverbs Commands Suffixes ful and less</p> <p>Subordination (when, if, that, because) Adjectives Present and past tense Verbs</p> <p>Commands Statements Noun phrases</p> <p>like a/as a. (simile - complex sentence)</p> <p>All the W's (questions that start with who, what, when, where, why, would, was, will, what if)</p> <p>List sentences (3 or 4 adjectives before the noun and the word and before the last adjective)</p>
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<p>Year 3</p>	
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<p><u>Genre specific objectives</u></p> <p><u>Recount</u> <u>Newspapers</u> Headlines Simple orientations</p> <p><u>Biography/autobiography</u> Conjunctions of time To use headings and subheadings</p> <p><u>Explanation texts</u> Cause and effect conjunctions such as so/because/therefore Headings and subheads Rhetorical questions</p> <p><u>Non chronological report</u> Facts Conjunctions to link ideas</p> <p><u>Persuasive texts</u> Rhetorical questions</p>	<p><u>Text level</u> To use paragraphs to organise writing</p> <p><u>Sentence level</u> To begin to use direct speech To add detail using noun phrases using pre modification To use short sentences with an exclamation mark at the end Start a sentence with 3 -ed adjectives such as Tired, scared and frightened,</p> <p>To use prepositional phrases</p> <p><u>Word</u> To start to use a rich and varied vocabulary</p>
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<p>Adjectives for effect</p>	<p>like a/as a. (simile – complex sentence)</p> <p>3ed. (3 adjectives that end in ed, using commas)</p> <p>Short sentences (using an exclamation mark)</p> <p>*List sentences (3 or 4 adjectives before the noun and the word and before the last adjective)</p>
<p>Year 4</p>	
<p><u>Genre specific objectives</u></p> <p><u>Recount</u> <u>Newspapers</u> Headlines Simple orientations Interviews</p> <p><u>Biography/autobiography</u> Conjunctions of time To use headings and subheadings Fronted adverbials of time Paragraphs centred around different events Facts used to structure a narrative around someone's life</p> <p><u>Explanation texts</u> Cause and effect conjunctions such as so/because/therefore Headings and subheads Rhetorical questions Fronted adverbials of cause and effect</p> <p><u>Non chronological report</u> Facts Conjunctions to link ideas Topic sentences to introduce a paragraph Headings and subheads</p> <p><u>Persuasive texts</u> Rhetorical questions Adjectives for effect Alliteration for effect</p>	<p><u>Text</u> Use paragraphs to organise ideas around a theme using a topic sentences to introduce the paragraph</p> <p><u>Sentence</u> Make effective choices about using direct speech within narratives.</p> <p>Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>)</p> <p>Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun)</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases</p> <p>Use 2 adverbs to add detail to a sentence e.g. She moved quickly and quietly.</p> <p><u>Word</u> Write using a rich and varied vocabulary appropriate to purpose and form</p> <p>The more, the more (complex sentence using commas)</p>

	<p>Personification of weather (weather given a human mood)</p> <p>P.C. (paired conjunction)</p> <p>Short sentences (using an exclamation mark)</p>
Year 5	
<p><u>Recount</u> <u>Newspapers</u> Headlines Simple orientations Interviews Fact and opinion</p> <p><u>Biography/autobiography</u> Conjunctions of time To use headings and subheadings Fronted adverbials of time Paragraphs centred around different events Facts used to structure a narrative around someone's life Modal verbs</p> <p><u>Explanation texts</u> Cause and effect conjunctions such as so/because/therefore Headings and subheads Rhetorical questions Fronted adverbials of cause and effect Passive tense</p> <p><u>Non chronological report</u> Facts Conjunctions to link ideas Topic sentences to introduce a paragraph Passive tense Modal verbs Headings and subheads</p> <p><u>Persuasive texts /balanced arguments</u> Rhetorical questions Adjectives for effect Alliteration for effect Weasel words Exaggeration for effect</p>	<p><u>Text level</u> To structure paragraphs using a range of conjunctions To use one word paragraphs for effect</p> <p><u>Sentence level</u> To use an expanded -ing clause as a starter</p> <p>To use an embedded relative clause or a subordinate clause punctuated correctly with commas/dashes or brackets</p> <p>To write speech using an interrupted quotation</p> <p>To use modals and adverbs to indicate possibility</p> <p>To use adverbials of time, place and number</p> <p>To use metaphor or personification to describe a setting and to create an atmosphere for the story</p> <p>To use the perfect tense to mark relationships of time and cause.</p> <p>To use a range of clause structures, sometimes varying their position within in the sentence for effect</p> <p>The more, the more (complex sentence using commas)</p> <p>De:de. (Compound sentence - using a colon to separate 2 independent clauses)</p>

	<p>Emotion word (emotion word followed by an action – using commas)</p> <p>Ad, same ad. (complex sentence using a repeated adjective)</p> <p>*Double LY ending (using 2 adverbs to add detail to a simple sentence)</p> <p>P.C. (paired conjunction)</p> <p>Noun, which/who/where/whom/that/whose (relative clause- type of subordinate clause)</p> <p><u>Word level</u></p> <p>Use empty words to build up tension</p>
Year 6	
<p><u>Recount</u> <u>Newspapers</u> Headlines Simple orientations Interviews from different viewpoints Formal and informal language used (greater depth) Fact and opinion</p> <p><u>Biography/autobiography</u> Conjunctions of time To use headings and subheadings Fronted adverbials of time Paragraphs centred around different events Facts used to structure a narrative around someone's life Modal verbs To express two different views To use the conclusion to express how important someone was</p> <p><u>Explanation texts</u> Cause and effect conjunctions such as so/because/therefore Headings and subheads Rhetorical questions Fronted adverbials of cause and effect Passive tense Range of sentence types used</p>	<p><u>Text</u></p> <p>Use short paragraphs for effect otherwise link paragraphs around a theme/events in a story</p> <p><u>Sentence</u></p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>To write speech accurately including an interrupted quotation</p>

Non chronological report

Facts
Conjunctions to link ideas
Topic sentences to introduce a paragraph
Passive tense
Modal verbs
Headings and subheads

Persuasive texts /balanced arguments

Rhetorical questions
Adjectives for effect
Alliteration for effect
Weasel words
Exaggeration for effect
Emotive language
Write from two different points of view

Some;others (using a semi colon)

O.(I). (2 related sentences, using brackets to reveal feelings)

Noun,

which/who/where/whom/that/whose
(relative clause – type of subordinate clause)

Many Questions. (using a question mark)

3 bad- (dash) question? (3 negative adjectives followed by a dash and then a related question)

Double LY ending (using 2 adverbs to add detail to a simple sentence)

***ing, ed** (a verb ending in ing is then followed by the location of the action)

Irony sentences (over exaggerating how good or bad something is)

***Imagine 3 examples** (using a colon)

Word