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St Mary`s Writing Unit Overviews: Year 1 to Year 6

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Whole school cycle 1 (2025/26) overview

Year group / class	Autumn term All year groups begin with PVPG for first 4 weeks of term See below		Spring term		Summer term	
Venford year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG Meesha Makes Friends by Tom Percival	Katie in London by James Mayhew	Grandpa's Gift by Fiona Lumbers	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts	Goldilocks and Just the One Bear by Leigh Hodgkinson
Avon Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG Look Up! By Nathan Bryon	The Great Fire of London by Emma Adams	Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravett	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens
Roadford Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG Stone Age Boy by Satoshi Kitamura	Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells	Seal Surfer by Michael Foreman	Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo	Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty	Zeraffa Giraffa by Dianne Hofmeyr
Fernwothy Year 4 /5 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVOG Gorilla by Anthony Browne	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company	Blue John by Berlie Doherty
Fernworthy year 4 /5 Cycle B (25)	PVPG Counting on Katherine Helane Becker	Greek Myths by Jean Menzies	Our Tower Joseph Coelho	Wisp - A Story of Hope Zana Fraillon and Grahame Baker-Smith	Alba The Hundred Year Old Fish Lara Hawthorne	Julius Caesar By Angela McAllister

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Burrator Year 5 /6 Cycle A	**PVPG** **Star of Fear Star of Hope** **Jo Hoestlandt**	**Can We Save Tiger?** **Martin Jenkins**	**The Selfish Giant** **Oscar Wilde**	**Island** **Jason Chin**	**Manfish** **Jennifer Berne**	**Sky Chasers** **Emma Carroll**
Burrator Year 5/6 Cycle B (25)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PVPG **Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo**	**Beowulf by Michael Morpurgo**	**Kai and the Monkey King by Joe Todd-Stanton**	**Malala's Magic Pencil by Malala Yousafzai, For the Right to Learn by Rebecca Langston-George**	**The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin**	**Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister**

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Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Venford	**Meesha Makes Friends by Tom Percival**	**Katie in London by James Mayhew**	**Grandpa's Gift by Fiona Lumbers**	**Beegu by Alexis Deacon**	**Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck**	**Goldilocks and Just the One Bear by Leigh Hodgkinson**
	Outcome Recount: write a diary entry in first person **Greater Depth** Include character feelings	**Outcome** Non-fiction: write a non-chronological report **Greater Depth** Include a fun fact	**Outcome** Fiction: write a story about a character **Greater Depth** Change both characters and the setting	**Outcome** Fiction: write own version of the story **Greater Depth** Write the story in first person	**Outcome** Non-fiction: write information about sea animals **Greater Depth** Includes sections on how to protect them	**Outcome** Fiction: write a traditional story with a new character **Greater Depth** Change the character/ setting **Extension:** Non-chron. report

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Year 1 Mastery Keys

Year 1 Venford

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word	**Word** Use plural noun suffixes -s and -es	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/adjectives by adding prefix un-	**Word**
Word Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
Sentence Combine words to make sentences	**Sentence** Join words using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*
Text	**Text** Sequence sentences (link ideas or events by pronoun)	**Text**	**Text**	**Text**	**Text** Sequence sentences to form short narratives (link ideas or events by pronouns)
Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	**Punctuation** Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	**Punctuation** Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation marks

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Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Avon Year 2	**Look Up! By Nathan Bryon**	**The Great Fire of London by Emma Adams**	**Grandad's Camper by Harry Woodgate**	**My Name is Not Refugee by Kate Milner**	**Tidy by Emily Gravett**	**Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens**
	Outcome Recount: write a diary entry **Greater Depth** Draw on wider reading to inform vocabulary choices	**Outcome** Non-fiction: write a fact sheet **Greater Depth** Greater choice in how to represent the information	**Outcome** Fiction: write a story using own ideas for characters and locations **Greater Depth** Use a range of sentence forms to show character feelings and viewpoints	**Outcome** Recount: write a recount of events from character's point of view **Greater Depth** Include how the other characters felt	**Outcome** Persuasion: write a letter in role **Greater Depth** Write a persuasive letter in role as another animal Include inference	**Outcome** Fiction: retell an abridged and adapted version **Greater Depth** Include other characters' thoughts and feelings

Year 2 Mastery Keys

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Avon	**Word**	**Word** Add -ly to turn adjectives into adverbs	**Word**	**Word**	**Word** Add -er and -est to adjectives Use homophones and near homophones	**Word** Add suffixes to spell longer words (e.g -ment,- ful)
	Word Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	**Sentence** Use co-ordination (but, or)	**Sentence** Write sentences with different forms: statement, question, exclamation, command Use subordination (apply *because*, introduce *when*)	**Sentence** Use subordination (apply *because, when*; introduce *that*)	**Sentence** Use subordination (*if*, *that*)	**Sentence** Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	**Text**	**Text** Use present and past tenses correctly and consistently (some progressive)	**Text** Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	**Text**	**Text** Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	**Punctuation** Use commas to separate items in a list	**Punctuation** Use punctuation correctly - exclamation marks, question marks	**Punctuation** Use punctuation correctly – introduce apostrophe for the possessive (singular)	**Punctuation** Use punctuation correctly – apostrophes for contracted forms	**Punctuation**

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Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Roadford	**Stone Age Boy by Satoshi Kitamura**	**Winter's Child by Angela McAllister, Ice Palace by Robert Swindells**	**Seal Surfer by Michael Foreman**	**Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo**	**Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty**	**Zeraffa Giraffa by Dianne Hofmeyr**
	Outcome Fiction: write a historical narrative set in the Stone Age **Greater Depth** Write from the point of view of a person from the Stone Age	**Outcome** Fiction: write a fantasy story based on a fable **Greater Depth** Narrative from a different point of view	**Outcome** Recount: write a letter in role recounting events of the story **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Persuasion: write an informative article persuading for the protection of the blue whale **Greater Depth** Include a fact file about other endangered sea creatures	**Outcome** Fiction: write an adventure story based on *Journey* using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another	**Outcome** Persuasion: write a tourism leaflet for the *Jardin des Plantes* in Paris **Greater Depth** Include a section of a researched Paris landmark

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Year 3 Roadford

Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
Word	**Word** Use a or an according to whether the next word begins with a vowel or consonant	**Word** Form nouns with a range of prefixes		**Word**	**Word** Form nouns with a range of prefixes	**Word** Use a or an according to whether the next word begins with a vowel or consonant	**Word**
Sentence Use prepositions to express time, place and cause.	**Sentence** Use conjunctions and adverbs to express, time, place and cause	**Sentence**	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence**	**Sentence** Use prepositions, conjunctions and adverbs to express time, place and cause	**Sentence** Build an increasing range of sentence structures
Text Group related ideas into paragraphs *Build a varied and rich vocabulary*	**Text** In narratives, create characters, settings and plot	**Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*	**Text** Use headings and sub-headings to aid presentation *Assess the effectiveness of own and others' writing*	**Text** Use headings and sub-headings to aid presentation *Assess the effectiveness of own and others' writing*	**Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*	**Text** Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	**Text** Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
Punctuation Introduce inverted commas to punctuate direct speech	**Punctuation** Use inverted commas to punctuate direct speech	**Punctuation** Use inverted commas to punctuate direct speech	**Punctuation**	**Punctuation**	**Punctuation** Use inverted commas to punctuate direct speech	**Punctuation**	**Punctuation**

***Set 1** ***Set 2** **Please note that spring 1 and spring 2 mastery keys have been swapped in set 1 and set 2 Pathways to Write*

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**Objectives in italics are writing composition objectives*

Fernworthy Texts and Outcomes year 4 /5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	**Gorilla by Anthony Browne**	**Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)**	**Escape from Pompeii by Christina Balit**	**Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company**	**Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company**	**Blue John by Berlie Doherty**
	Outcome Fiction: write a fantasy story based on *Gorilla* **Greater Depth** Re-tell the story from the animal's viewpoint and include speech	**Outcome** Recount: write a diary from Leon's point of view **Greater Depth** Write from Abdul Kazam's point of view	**Outcome** Fiction: write a historical narrative from character's point of view **Greater Depth** Write from the point of view of the captain	**Outcome** Fiction: write an adventure story from point of view of the boy **Greater Depth** Write from the point of view of the God	**Outcome** Non-chronological report: write an information board for a rainforest exhibit **Greater Depth** Include an interactive element	**Outcome** Explanation: write a letter in role as a caving expert, including an explanation **Greater Depth** Include a persuasive section about Treak Cliff Caverns
Cycle B (25)	**Counting on Katherine by Helaine Becker**	**Greek Myths by Jean Menzies**	**Our Tower by Joseph Coelho**	**Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International**	**Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton**	**A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)**
	Outcome Non-fiction: write a fact file **Greater Depth** Include quotes	**Outcome** Fiction: make a mini-book of their own adventure **Greater Depth** Write from another character's point of view	**Outcome** Recount: write the adventure as a journal **Greater Depth** Include alternative points of view	**Outcome** Fiction: write a narrative from the character's point of view **Greater Depth** Include a diary entry	**Outcome** Non-fiction: write an information board **Greater Depth** Include a graphic and voiceover	**Outcome** Fiction: write a playscript for a part of the story **Greater Depth** Include omens and use weather to reflect the mood

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Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word** Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	**Word** Use Standard English forms for verb inflections	**Word**	**Word** Recognise the grammatical difference between plural and possessive 's'	**Word**
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	**Sentence**	**Sentence** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	**Sentence**	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Build a varied and rich vocabulary	**Text** Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	**Text** Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Build a varied and rich vocabulary Organise paragraphs around a theme *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences*	**Text** Build a varied and rich vocabulary Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

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	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns	**Punctuation** Use and punctuate direct speech (using dialogue to show the relationship between characters)	**Punctuation** Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns.	**Punctuation**

Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**
	Sentence	**Sentence** Use expanded noun phrases to convey complicated information concisely	**Sentence** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions	**Sentence** Use modal verbs to indicate degrees of possibility	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text *Identify the audience for and purpose of writing* Organise paragraphs around a theme with a focus on more complex narrative structures	**Text** *Describe settings, characters and atmosphere* *Integrate dialogue to convey character and advance the action*	**Text** Link ideas across paragraphs using adverbials	**Text** Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	**Text** Use devices to build cohesion within a paragraph *Choose the appropriate register* *Enhance meaning through selecting*	**Text** Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices

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					appropriate grammar and vocabulary	
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech (Y4)	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation**

Burrator Texts and Outcomes Year 5 /6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	**Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee**	**Can We Save the Tiger? by Martin Jenkins**	**The Selfish Giant by Oscar Wilde & Ritva Voutila**	**Island by Jason Chin, Jemmy Button by Alix Barzelay**	**Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys**	**Sky Chasers by Emma Carroll**
	Outcome Fiction: write a flashback story & non-chronological report **Greater Depth** To write a narrative with a flashback including a	**Outcome** Information/explanation/ persuasion: write a hybrid booklet about an amazing animal & Recount: diary **Greater Depth**	**Outcome** Fiction: retell a classic narrative from a character's point of view & Explanation **Greater Depth**	**Outcome** Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion **Greater Depth**	**Outcome** Recount: write a biography of Jacques Cousteau & Fiction: adventure story **Greater Depth**	**Outcome** Fiction: write an adventure story from two different viewpoints & Recount: autobiography **Greater Depth**

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	section in recount genre *e.g. diary, letter, eye-witness account*	Write a Newsround TV style report about the tiger crisis	Write the narrative from the viewpoint of the special tree	Include extracts from another genre *e.g., diary, interview, information*	Include a section entitled 'How Jacques Cousteau inspired me'	Include a section written from the viewpoint of another person
Cycle B (25)	**Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo**	**Beowulf by Michael Morpurgo**	**Kai and the Monkey King by Joe Todd-Stanton**	**Malala's Magic Pencil by Malala Yousafzai, For the Right to Learn by Rebecca Langston-George**	**The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin**	**Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister**
	Outcome Recount: write a series of diary entries **Greater Depth** Series of diary entries including her viewpoint on other characters	**Outcome** Fiction: write a further adventure **Greater Depth** Invent their own monster and include motives and viewpoint	**Outcome** Fiction: write a myth, creating characters and settings **Greater Depth** Write from the character's viewpoint	**Outcome** Recount: write an autobiography **Greater Depth** Include a first-person recount from another point of view	**Outcome** Persuasion/information: write an information leaflet **Greater Depth** Authorial choices on sections of text and layout	**Outcome** Recount: write and perform a soliloquy **Greater Depth** Choose the form of the text

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**
	Sentence	**Sentence** Use expanded noun phrases to convey complicated information concisely	**Sentence** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions	**Sentence** Use modal verbs to indicate degrees of possibility	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text *Identify the audience for and purpose of writing* Organise paragraphs around a theme with a focus on more complex narrative structures	**Text** *Describe settings, characters and atmosphere* *Integrate dialogue to convey character and advance the action*	**Text** Link ideas across paragraphs using adverbials	**Text** Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	**Text** Use devices to build cohesion within a paragraph *Choose the appropriate register* *Enhance meaning through selecting appropriate grammar and vocabulary*	**Text** Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech (Y4)	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation**

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Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility (Y5)	**Sentence** Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Use passive verbs	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices *Integrate dialogue to convey character and advance the action*	**Text** *Enhance meaning through selecting appropriate grammar and vocabulary*	**Text** *Distinguish between the language of speech and writing* *Integrate dialogue to convey character and advance the action*	**Text** Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	**Text** Use a wider range of devices to build cohesion	**Text** *Identify the audience for and purpose of writing* *Choose the appropriate register*
	Punctuation Punctuate bullet points consistently	**Punctuation** Use brackets, dashes or commas to indicate parenthesis (Y5)	**Punctuation** Use semi-colons to mark boundaries between independent clauses	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	**Punctuation** Use semi-colons, colons or dashes to mark boundaries between independent clauses

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Year 1 Place Value of Punctuation and Grammar

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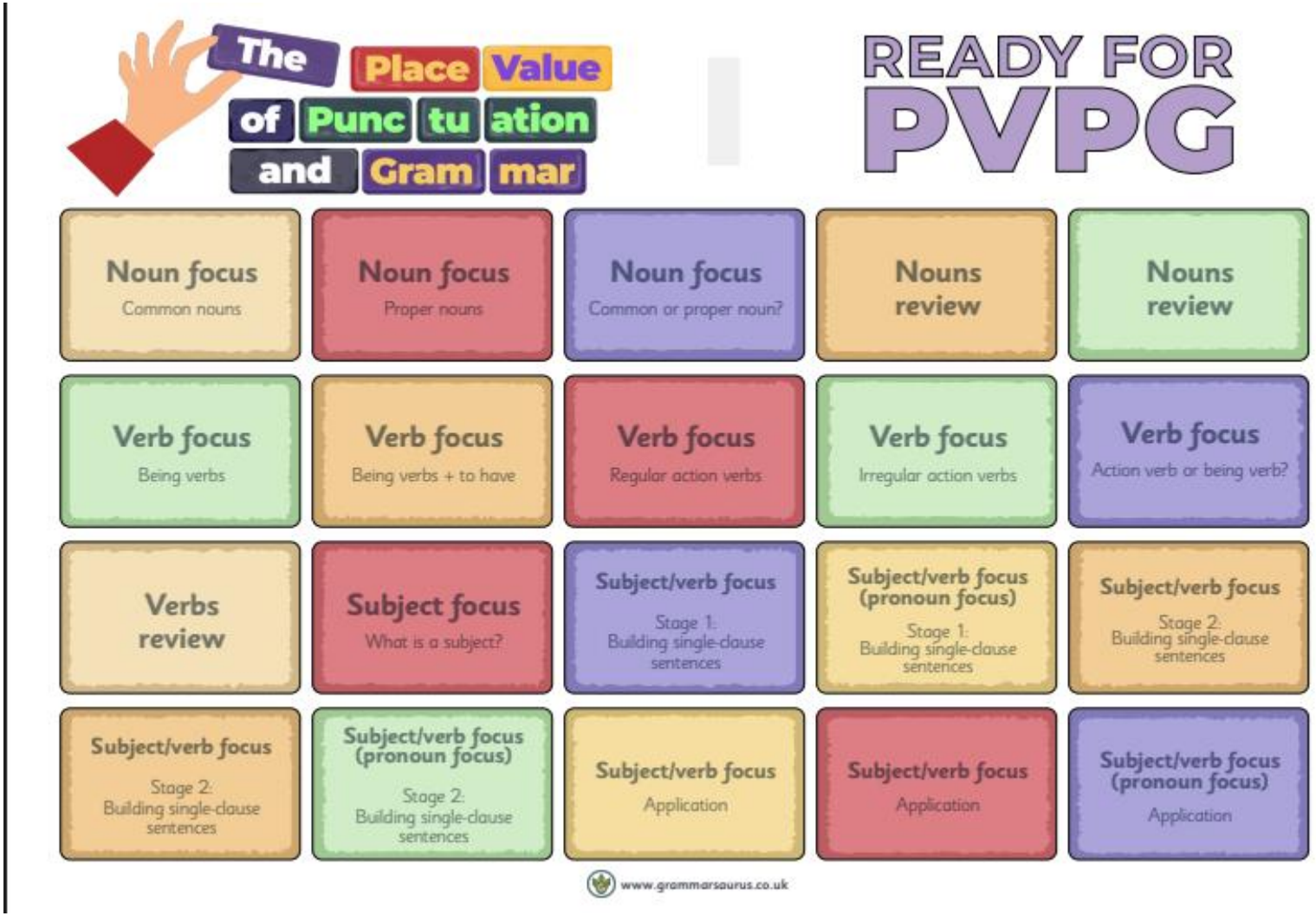

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YEAR 2

Noun focus Common nouns	**Noun focus** Proper nouns	**Noun focus** Common or proper noun?	**Nouns review**	**Verb focus** Being verbs + to have
Verb focus Regular action verbs	**Verb focus** Action verb or being verb?	**Verb focus** Irregular action verbs & verb phrases	**Verbs review**	**Subject focus** What is a subject?
Subject/verb focus Stage 1: Building single-clause sentences	**Subject/verb focus (pronoun focus)** Stage 1: Building single-clause sentences	**Subject/verb focus** Stage 2: Building single-clause sentences	**Subject/verb focus (pronoun focus)** Stage 2: Building single-clause sentences	**Subject/verb focus** Stage 3: Building single-clause sentences
Subject/verb focus (pronoun focus) Stage 3: Building single-clause sentences	**Subject/verb focus** Application	**Subject/verb focus (pronoun focus)** Application	**Subject/verb focus** Co-ordinating conjunctions to join clauses	**Subject/verb focus** Co-ordinating conjunctions to join clauses and compound subjects

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Y3 Y4

Noun focus Common and proper nouns	**Noun focus** Collective/partitive nouns	**Noun focus** Collective/partitive nouns	**Nouns review**	**Verb focus** Being verbs + 'to have'
Verb focus Regular action verbs & verb phrases	**Verb focus** Irregular action verbs & verb phrases	**Verbs review**	**Subject focus** What is a subject?	**Subject/verb focus** Stage 1: Building single-clause sentences
Subject/verb focus (pronouns) Stage 1: Building single-clause sentences	**Subject/verb focus** Stage 2: Building single-clause sentences	**Subject/verb focus (pronouns)** Stage 2: Building single-clause sentences	**Subject/verb focus** Stage 3: Building single-clause sentences	**Subject/verb focus (pronouns)** Stage 3: Building single-clause sentences
Subject/verb focus Application	**Subject/verb focus** Application	**Subject/verb focus** Co-ordinating conjunctions to join clauses	**Subject/verb focus** Co-ordinating conjunctions to join clauses and compound subjects	

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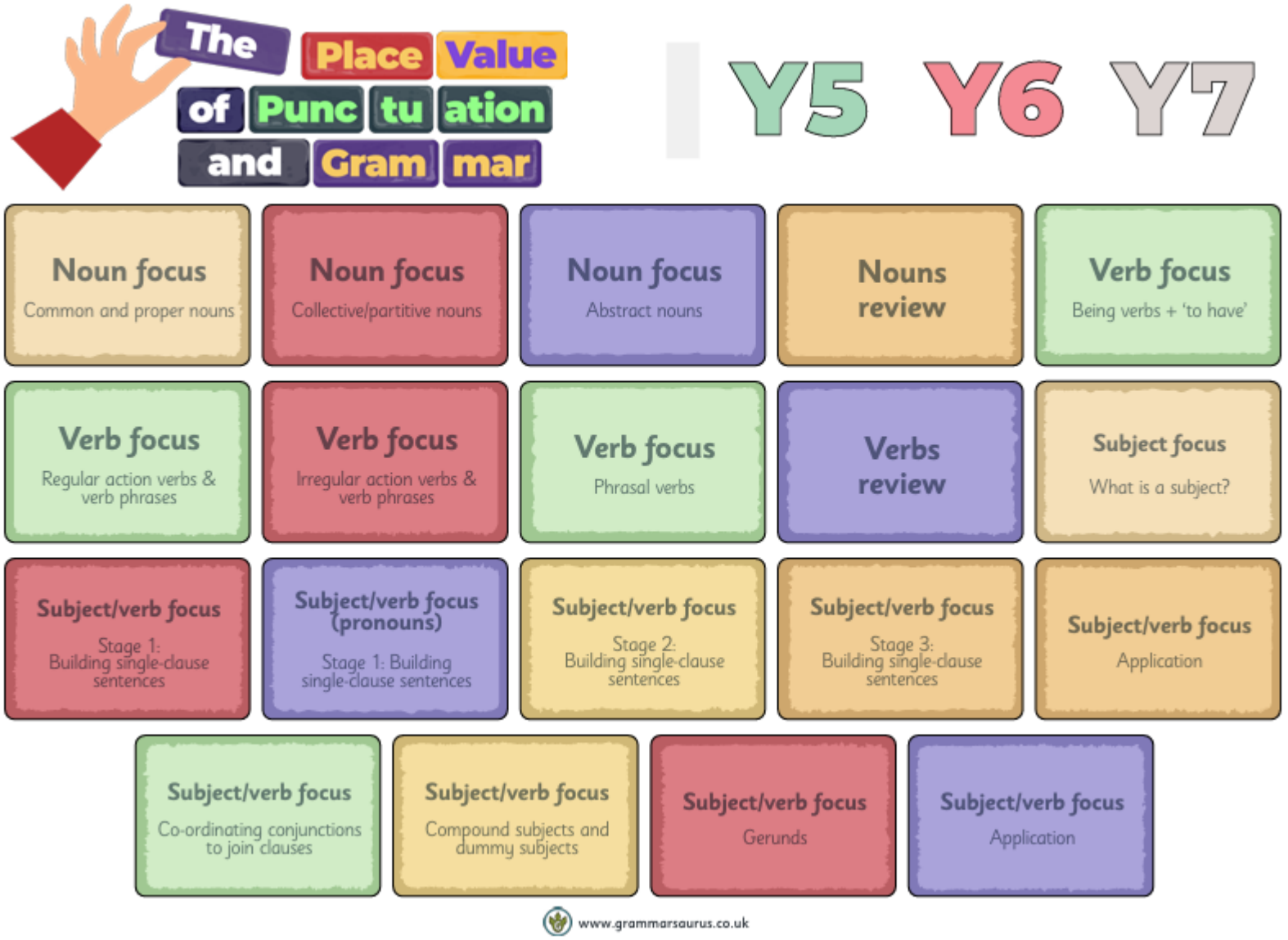

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