



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction						
Year 3 / 4	Character	Setting	Plot (linear)	Dialogue	Traditional Tales	Narrative
VGP	<p>YR2 Recap s. full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes.</p> <p>Recap: noun, verb, adjectives.</p> <p>Teach: Expanded noun phrases</p> <p>Fronted adverbials for manner.</p>	<p>Prepositions</p> <p>Adverbs</p> <p>Fronted adverbials for place.</p> <p>Use of dictionary</p> <p>Similes.</p>	<p>Tense</p> <p>Fronted adverbials for time</p> <p>Coordinating conjunctions</p>	<p>Inverted commas</p> <p>Alternative words for said</p> <p>Apostrophes for contraction</p> <p>Subordinating conjunctions</p>	<p>Expanded noun phrases</p> <p>Fronted adverbials (all)</p> <p>Use of dictionary</p>	<p>Application of all VGP taught</p> <p>(4) Using noun and pronouns for cohesion</p> <p>(4) Determiners</p> <p>(4) Verb inflections</p>
Year 5 / 6	Character	Setting	Plot (flashback)	Dialogue	Traditional Tales (twisted tales/ gender swap)	Narrative (mystery / red herring)
VGP	<p>3/4 Recap: Subordinate clause (change position)</p> <p>Teach: -Relative clause -Parenthesis -Synonyms and Antonyms -Figurative language (similes, metaphors, personification)</p>	<p>3/4 Recap: Prepositions Fronted adverbials Expanded noun phrase</p> <p>Teach: -Colons to introduce a list -Semi-colons within a list -Hyphens (spellings?)</p>	<p>3/4 Recap: Apostrophes</p> <p>Teach: -Cohesive devices within a paragraph (inc. ellipsis) -Adverbials to link ideas within/across paragraphs -Adverbs to indicate degrees of possibility</p>	<p>-Inverted commas</p> <p>-Integrating dialogue to advance the action</p> <p>-Active and passive voice</p> <p>-Semi-colons, colons to mark boundaries between clauses</p>	<p>-Commas to clarify meaning</p> <p>-Cohesive devices within a paragraph</p> <p>-??</p>	<p>Application of all VGP taught</p>
Non-Fiction						

Year 3 / 4	Instructions	Non-Chronological report	Recount (real life events)	Newspaper report	Persuasion (adverts)	Play scripts
VGP	<ul style="list-style-type: none"> -Imperative verbs -Time openers -Adverbs <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Subheading -What you need (bullet points) -What you do (imperatives, times openers, adverbs) -Concluding Paragraph 	<p>A or An</p> <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Subheading -Introduction -Subject specific paragraphs -Subject specific language 	<ul style="list-style-type: none"> -Tense -Fronted adverbials for time <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Introduction paragraph -FA for time -Detail of 5 w's -Conclusion / Summary 	<ul style="list-style-type: none"> -Fronted adverbials for time <p>Inverted commas</p> <p>Organisational devices:</p> <ul style="list-style-type: none"> -Headline -By line -Introduction / lead paragraph. -Body (5 w's) -Sources (eyewitness accounts) -Illustrations -Captions 	<ul style="list-style-type: none"> -Persuasive language. -Subordinating conjunctions -Rhetorical questions <p>Organisational devices:</p> <ul style="list-style-type: none"> -opening paragraph (introduces the idea) -express one specific viewpoint. -opinions as facts. 	<p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Cast list -Speakers name on list -Narrator -Written in scenes -Stage and character directions.
Year 5 / 6	Historical Recount	Biography	Discussion	Persuasion (letter)	Newspaper reports	Explanation
VGP	<ul style="list-style-type: none"> -Apostrophes (Y3/4) -Cohesive devices within a paragraph -Adverbials to link ideas within/across paragraphs <p>Organisational devices:</p> <ul style="list-style-type: none"> -Introduction paragraph -Third person -Appropriate tense -Explanation of significance -Factual and formal style 	<ul style="list-style-type: none"> -Recap Subordinate clause (Y3/4) (change position) -Relative clause -Parenthesis <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Overview Paragraph -Childhood Events -Early Life, Events and Achievements -Later Life, Events and Achievements -Concluding Paragraph <p>Select a specific style and form to suit a specific audience.</p>	<ul style="list-style-type: none"> -Commas to clarify meaning -Cohesive devices within a paragraph -Formal and informal language <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -Issue for discussion -Sentences stating the two different points of view -Supporting arguments for Viewpoint 1 -Supporting arguments for Viewpoint 2 -Conclusion (either invite reader to make up own mind or share your own opinion) <p>Balanced discussion; presenting two sides of an argument</p>	<ul style="list-style-type: none"> -Fronted adverbials (Y3/4) -Colons to introduce a list -Semi-colons within a list -Subjunctive form <p>Organisational devices:</p> <ul style="list-style-type: none"> -Opening statement -First argument -Second argument -Third argument -Counter argument -Summary of point of view <p>Deliberately influence the reader, and to develop a point logically and effectively.</p>	<ul style="list-style-type: none"> -Inverted commas (direct and reported speech) -Active and passive voice -Semi-colons, colons to mark boundaries between clauses <p>Organisational devices:</p> <ul style="list-style-type: none"> -Headline -By line -introduction / lead paragraph. -Body (5 w's) -Sources (eyewitness accounts) -Illustrations -Captions <p>For contrasting audiences, shifting levels of formality.</p>	<p>Application of all VGP taught</p> <p>Organisational devices:</p> <ul style="list-style-type: none"> -Title -General Statement (what the explanation is about) -Key Points Paragraphs -Summary Paragraph <p>Focus on clarity, conciseness and impersonal style.</p>
Poetry						
Year 3 / 4	Sense	Performance	Calligram	Acrostic	Rhyme	Haiku
Year 5 / 6	Narrative	Cinquain	Diamonte	Performance	Limericks	Colour