




























Lens	YG	Knowledge and skills
<b>FANTASTICs</b>		
 <b>feeling</b>		
 <b>asking</b>		
 <b>noticing</b>		
 <b>touching</b>		
 <b>action</b>		
 <b>smelling</b>		
 <b>tasting</b>		
 <b>imagining</b>		
 <b>checking</b>		
<b>GRAMMARISTICs</b>		
 <b>adverbs and adverbial phrases</b>	Y2	<ul style="list-style-type: none"> <li>✓ Construct sentences that use adjectives, adverbs and precise verbs. *</li> <li>✓ Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence (e.g. 'ly' word, quickly). *</li> </ul>
	Y3	<ul style="list-style-type: none"> <li>✓ Use prepositions in place/environment (e.g. in, on, behind, under).</li> <li>✓ Use adverbs/adverbial phrases that position in time (e.g. then, next, soon, later that day, as dawn broke).</li> <li>✓ Use adverbs/adverbial phrases that build a relationship or cause (e.g. therefore, as a result).</li> </ul>
	Y4	<ul style="list-style-type: none"> <li>✓ Use 'where' adverbial phrases in fronted position in sentences (e.g. At the seaside, Janice fed the seagulls.).</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Use 'how' 'ly' adverbs and 'ing' adverbial phrases in fronted position in sentences (e.g. Rushing against the clock, Jack knew it would be difficult.).</li> <li>✓ Use comma after fronted adverbials. *</li> </ul>
	Y5	<ul style="list-style-type: none"> <li>✓ Indicate degree of possibility using adverbs (e.g. perhaps, surely).</li> <li>✓ Use a range of adverbs to link ideas: adverbs of time (e.g. later), adverbs of place (e.g. nearby) and number (e.g. secondly).</li> </ul>
	Y6	<ul style="list-style-type: none"> <li>✓ Use more complicated adverbial phrases to link ideas (e.g. on the other hand, in contrast, as a consequence).</li> <li>✓ Use adverbs/ adverbial phrases to qualify, intensify or emphasise (e.g. 'The dog is so exceptionally stupid', '...an exceptional result.').</li> </ul>
	<b>basics</b>	
	<b>sentence structure</b>	<p>YR</p> <ul style="list-style-type: none"> <li>✓ Use pictures to yield more meaning to words.</li> <li>✓ Add in joining words like 'and' when reading back writing.</li> <li>✓ Write simple words and phrases.</li> <li>✓ Add in joining words like 'and' when reading back writing.</li> </ul>
	Y1	<ul style="list-style-type: none"> <li>✓ Write in simple phrases and clauses.</li> <li>✓ Start sentences with the pronoun 'I'.</li> <li>✓ Start sentences with a name.</li> <li>✓ Start sentences in a different way (e.g. Naughty Goldilocks ate the porridge).</li> <li>✓ Use 'and' to join two words together.</li> <li>✓ Use 'and' to join two clauses together.</li> <li>✓ Use some simple descriptive words (e.g. shape, colour, size, emotions).</li> </ul>
	Y2	<ul style="list-style-type: none"> <li>✓ Use sentences with different forms: statement, question, exclamation and command. *</li> <li>✓ Ask questions to the reader.</li> <li>✓ Write long sentences.</li> <li>✓ Write short sentences.</li> <li>✓ Start sentences in different ways from a name or personal pronoun (e.g. One bright morning...).</li> <li>✓ Include expanded noun phrases for description (e.g. the blue butterfly).</li> <li>✓ Write compound sentences that include co-ordination (e.g. or, and, but).</li> <li>✓ Write complex sentences that include subordination (e.g. when, if, that, because).</li> <li>✓ Construct sentences that use adjectives, adverbs and precise verbs. *</li> <li>✓ Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence (e.g. 'ly' word, quickly). *</li> </ul>
	Y3	<ul style="list-style-type: none"> <li>✓ Use one word in isolation to grab the reader's attention (e.g. Stop!).</li> <li>✓ Add detail into descriptions (e.g. precise words, descriptive noun phrases).</li> <li>✓ Experiment with a widening range of conjunctions (e.g. while, so, although).</li> </ul>
	Y4	<ul style="list-style-type: none"> <li>✓ Ask rhetorical questions to heighten reader engagement (e.g. Can we honestly believe...?).</li> <li>✓ Use more complicated noun phrases: expanded by modifying adjectives, nouns and preposition phrases (e.g. The strict geography teacher with slick, black hair).</li> <li>✓ Use a widening range of conjunctions (e.g. while, so, although).</li> <li>✓ Use more complicated conjunctions that set up contrast or relationships (e.g. despite, nevertheless, consequently).</li> </ul>

	Y5	<ul style="list-style-type: none"> <li>✓ Create different emphasis in sentences through word order and noun phrases.</li> <li>✓ Mix short and long sentences to change, accelerate or show pace for reader.</li> <li>✓ Use relative clauses within complex sentences beginning with who, which, where, when, whose, that (e.g. Maisie, who was extremely tired, finished the race.).</li> <li>✓ Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences (e.g. Mortified by what he saw, Harry fled the scene.).</li> </ul>
	Y6	<ul style="list-style-type: none"> <li>✓ Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.</li> </ul>
 <p><b>dialogue and contracted forms</b></p>	Y1	<ul style="list-style-type: none"> <li>✓ Use simple speech-like words.</li> </ul>
	Y2	<ul style="list-style-type: none"> <li>✓ Use apostrophes to mark missing letters in contracted forms (e.g. I've, We'll). *</li> </ul>
	Y3	<ul style="list-style-type: none"> <li>✓ Emerging use of inverted commas to punctuate direct speech. *</li> <li>✓ Emerging use of other direct speech punctuation (e.g. therefore, as a result). *</li> </ul>
	Y4	<ul style="list-style-type: none"> <li>✓ Correct use of inverted commas and other punctuation to indicate direct speech: comma after reporting clause; end punctuation within commas (e.g. The teacher screamed, "Be quiet!"). *</li> </ul>
 <p><b>purpose</b></p>	YR	<ul style="list-style-type: none"> <li>✓ Talk about the part of the story/event that is interesting.</li> <li>✓ Add detail orally to a story or an event or an experienced event.</li> <li>✓ Arrange writing going from left to right, top to bottom.</li> <li>✓ Attempt writing for different purposes (e.g. label, list).</li> <li>✓ Invent own compositions but writing might need mediation.</li> </ul>
	Y1	<ul style="list-style-type: none"> <li>✓ Form short narratives/retell short recounts.</li> <li>✓ Use relevant words that are about my topic/story.</li> <li>✓ Know the purpose and the forms of some simple writing (e.g. labels, message, invitation).</li> </ul>
	Y2	<ul style="list-style-type: none"> <li>✓ Ideas are mostly suitable for a narrative.</li> <li>✓ Sometimes the viewpoint is indicated by comments.</li> <li>✓ Ideas are relevant for non-fiction (e.g. informative points in a report, memories in a recount).</li> <li>✓ Include the main features of a genre/text type.</li> </ul>
	Y3	<ul style="list-style-type: none"> <li>✓ Develop multiple ideas in a story enriched with descriptive detail.</li> <li>✓ Develop multiple ideas in a story that are factual and precise.</li> <li>✓ Maintain the main features of a genre/text type.</li> <li>✓ Use headings and group ideas.</li> <li>✓ Opening signalled in narrative and non-fiction (e.g. Early one morning..., Whales are the largest sea creatures...).</li> <li>✓ Closing signalled in narrative and non-fiction (e.g. Eventually..., Ultimately...).</li> </ul>
	Y4	<ul style="list-style-type: none"> <li>✓ Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections).</li> <li>✓ Point of view is maintained throughout the work.</li> <li>✓ Include all features of a genre/text type appropriately and consistently.</li> <li>✓ Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas and opinions).</li> <li>✓ Structure and organise writing with a clear beginning, middle and end.</li> <li>✓ Write sentences that are developed on from previous sentences to form a group of connected/related ideas.</li> <li>✓ Start a new paragraph to organise ideas around a theme. *</li> <li>✓ Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Openings signalled in narrative and non-fiction with content to capture reader's interest.</li> <li>✓ Closing signalled in narrative that is dramatic or link back to opening and non-fiction is strong/draw conclusions.</li> </ul>	
	Y5	<ul style="list-style-type: none"> <li>✓ Ideas are developed in narrative and in non-fiction.</li> <li>✓ Point of view is clear and controlled with some elaboration.</li> <li>✓ Execute a text type/genre by including all features or adapt when required.</li> <li>✓ Create more complicated narratives (e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose.</li> <li>✓ Structure and organise writing with pace in narrative and supporting evidence in non-fiction.</li> <li>✓ Start new paragraphs to show changes in time, place, event or person. *</li> <li>✓ Use devices to build cohesion within paragraphs (e.g. then, after, that, this, firstly). *</li> <li>✓ Link ideas across paragraphs using a range of devices (e.g. phrases that back reference previous points). *</li> </ul>	
	Y6	<ul style="list-style-type: none"> <li>✓ Manipulates reader through the telling of a narrative (e.g. use of humour or controls the direction of non-fiction through a range of strategies e.g. persuasive devices).</li> <li>✓ Convey a convincing viewpoint using the point of view of others to support or contrast writer's own opinion.</li> <li>✓ Choose style/genre features to maintain and challenge the reader's interest (e.g. elaborate detail in narrative or succinctness in police report).</li> <li>✓ Adapt well known genres to create difference effects (e.g. fairytales with a twist exploring new viewpoint).</li> <li>✓ Navigate a reader through a text in a logical, chronological way or subvert this (e.g. flash forward, opposing viewpoint).</li> <li>✓ Use a range of layout devices (e.g. headings, sub-headings, columns bullets, tables etc).</li> <li>✓ Apply paragraphs across a whole text to support the 'ease of engagement' for the reader. *</li> <li>✓ Write informally or formally appropriate to genre/text type.</li> <li>✓ Vary the types of sentences within a piece across simple, compound and complex constructions.</li> </ul>	
	<b>paragraphs</b>	Y2	<ul style="list-style-type: none"> <li>✓ Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.</li> <li>✓ Group main ideas together.</li> </ul>
		Y3	<ul style="list-style-type: none"> <li>✓ Begin to understand what a paragraph is and show ideas grouped together.</li> </ul>
		Y4	<ul style="list-style-type: none"> <li>✓ Start a new paragraph to organise ideas around a theme. *</li> </ul>
		Y5	<ul style="list-style-type: none"> <li>✓ Start new paragraphs to show changes in time, place, event or person. *</li> <li>✓ Use devices to build cohesion within paragraphs (e.g. then, after, that, this, firstly). *</li> <li>✓ Link ideas across paragraphs using a range of devices (e.g. phrases that back reference previous points). *</li> </ul>
		Y6	<ul style="list-style-type: none"> <li>✓ Apply paragraphs across a whole text to support the 'ease of engagement' for the reader. *</li> </ul>
	<b>passive / active voice</b>	Y6	<ul style="list-style-type: none"> <li>✓ Use passive voice to affect the presentation of information in a sentence (e.g. The window in the greenhouse was broken.).</li> </ul>
		Y1	<ul style="list-style-type: none"> <li>✓ Sometimes use the correct tense and maintain it.</li> </ul>

	<b>past and present tense</b>	Y2	<ul style="list-style-type: none"> <li>✓ Use correct verb forms (present: she is drumming, past: he was shouting).</li> <li>✓ Apply correct tense across a piece of writing including progressive form to mark actions in progress (e.g. they were jumping).</li> </ul>
		Y3	<ul style="list-style-type: none"> <li>✓ Use the present tense form of verbs, instead of simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play').</li> </ul>
		Y4	<ul style="list-style-type: none"> <li>✓ Use standard English verb inflections (e.g. 'we were...', 'I did...' instead of local spoken forms such as 'we was...', 'I done...').</li> </ul>
		Y5	<ul style="list-style-type: none"> <li>✓ Deploy tense choices that support cohesion by making links (e.g. he had seen her before).</li> <li>✓ Use modal verbs to show something is certain, probable or possible – or not (e.g. might, should, will, must).</li> </ul>
		Y6	<ul style="list-style-type: none"> <li>✓ Use the subjunctive form of the verb to emphasise formality, urgency or importance (e.g. The teacher insists that her pupils be on time).</li> </ul>
			<b>punctuation</b>
Y1	<ul style="list-style-type: none"> <li>✓ Sometimes use capital letters, full stops, question marks and exclamation marks.</li> <li>✓ Use capital letters for names and the personal pronoun 'I'.</li> </ul>		
Y2	<ul style="list-style-type: none"> <li>✓ Use sentences with different forms: statement, question, exclamation and command. *</li> <li>✓ Always use full stops.</li> <li>✓ Use commas to separate items in a list.</li> <li>✓ Use capital letters more than 50% of the time.</li> <li>✓ Use apostrophes to mark missing letters in contracted forms (e.g. I've, We'll). *</li> <li>✓ Use exclamation marks and question marks.</li> <li>✓ Use the apostrophe to mark singular possession (e.g. the girl's bag).</li> </ul>		
Y3	<ul style="list-style-type: none"> <li>✓ Emerging use of inverted commas to punctuate direct speech. *</li> <li>✓ Emerging use of other direct speech punctuation (e.g. therefore, as a result). *</li> </ul>		
Y4	<ul style="list-style-type: none"> <li>✓ Correct use of inverted commas and other punctuation to indicate direct speech: comma after reporting clause; end punctuation within commas (e.g. The teacher screamed, "Be quiet!"). *</li> <li>✓ Use apostrophes to mark plural possession (e.g. the boy's name, the boys' names).</li> <li>✓ Use comma after fronted adverbials. *</li> </ul>		
Y5	<ul style="list-style-type: none"> <li>✓ Use brackets, dashes and commas to indicate parenthesis.</li> <li>✓ Use commas to clarify meaning or avoid ambiguity (e.g. 'Let's eat dad.' or 'Let's eat, dad.').</li> </ul>		
Y6	<ul style="list-style-type: none"> <li>✓ Use semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's snowing, I am delighted.).</li> <li>✓ Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>✓ Use bullet points to list information.</li> <li>✓ Use hyphens to avoid ambiguity (e.g. recover or re-cover).</li> </ul>		
<b>BOOMTASTICS</b>			
	<b>onomatopoeia</b>	YR	<ul style="list-style-type: none"> <li>✓ Add onomatopoeic sounds to pictures (e.g. Wheeee! Crash!).</li> </ul>
		Y1	<ul style="list-style-type: none"> <li>✓ Use onomatopoeia to grab the reader's attention (e.g. Splash!).</li> </ul>
	<b>alliteration</b>	Y1	<ul style="list-style-type: none"> <li>✓ Use alliteration to make the reading interesting (e.g. The dark, deep, cave.).</li> </ul>

	<b>rhyme</b>	Y2	✓ Use rhyme for effect (e.g. He was snoring and roaring.).
	<b>repetition</b>	Y2	✓ Use repetition in a basic way that follows story models (e.g. run, run, as fast as you can).
		Y3	✓ Write sentences that use repetition of key words for impact (e.g. He ran and ran. He ran until his bones ached.).
	<b>simile</b>	Y3	✓ Use the word 'like' to build a simile (e.g. Her eyes were like deep pools.).
		Y4	✓ Use the word 'as' to build a simile (e.g. The was as slow as a hearse.)
		Y6	✓ Use symbolism as a reoccurring idea to emphasise a themed motif (e.g. an ongoing reference to water). *
	<b>metaphor</b>	Y4	✓ Use metaphor to create vivid images in the reader's mind.
		Y6	✓ Use symbolism as a reoccurring idea to emphasise a themed motif (e.g. an ongoing reference to water). *
	<b>pathetic fallacy</b>	Y5	✓ Use pathetic fallacy to mirror and extend character's emotions (e.g. aspect of nature or weather reflects feeling).
		Y6	✓ Use symbolism as a reoccurring idea to emphasise a themed motif (e.g. an ongoing reference to water). *
	<b>pun</b>	Y5	✓ Use pun to enhance the double meaning of language (e.g. The cheetah, a predatory cheater of the jungle.).
		Y6	✓ Use symbolism as a reoccurring idea to emphasise a themed motif (e.g. an ongoing reference to water). *
	<b>personification</b>	Y6	<ul style="list-style-type: none"> <li>✓ Use personification to give human attributes to inanimate objects/things.</li> <li>✓ Use symbolism as a reoccurring idea to emphasise a themed motif (e.g. an ongoing reference to water). *</li> </ul>

\*These statements apply to more than one lens.