



# Veryan School Curriculum

For mixed age Year 3 to Year 6



## Veryan Environment Structure

### **We are a small school. We have two classes.**

We believe that children learn best when they are understood, nurtured, and challenged as individuals—not simply as members of a year group. In our mixed-age classroom, we create a learning environment where relationships are prioritised and every **individual learner** is seen as unique, focusing on ***stage not age***.

## Guiding Principles

<b>Stage Not Age</b>	We teach to the developmental stage of the child, not their chronological year group. This enables flexibility, personalisation, and responsive teaching.
<b>Individual Learners, One Class</b>	Our classroom is not divided by year group but viewed as one class full of unique individuals with differing needs, strengths, and learning pathways.
<b>Relationships First</b>	Trusting relationships are the foundation of all learning. Knowing each child well allows us to plan meaningful learning experiences and offer timely support.
<b>Next-Step Teaching</b>	We aim to identify the next step for each child and support them through carefully planned opportunities that keep them learning on the <b>cusp of their confidence</b> —challenged, supported, and motivated.

# Curriculum Implementation (teaching)



We deliver the statutory frameworks (National Curriculum KS2) but plan flexibly across them. Teaching is layered and responsive, with clearly planned progression in core areas.

Teaching is underpinned by the understanding that:

1. The best teachers understand how new information is processed in the brain and how children develop long-term memory
2. Good teaching seeks to develop strategies for teaching that are underpinned by the knowledge and understanding of

**-cognitive load theory (Sweller)**

**-principles of instruction (Rosenshine)**

**-research around executive function and foundational skills**

## Scaffolding & Challenge in mixed age classes: the cusp of confidence

### Scaffolding

- Use visuals, repetition, gesture, and real-life contexts.
- Model language, thinking, and problem-solving aloud.
- Break learning into small, manageable steps.
- Provide practical, sensory, and concrete materials.
- Repeat key experiences across different play contexts.

### Challenging more able

- Encourage reasoning, prediction, and explanation.
- Offer open-ended tasks with multiple pathways.
- Ask "What if...?", "Can you show me another way?" "Convince me that..."
- Extend vocabulary, connect to wider knowledge, and invite reflection.
- Allow for leadership roles, peer teaching, and self-directed projects.

# KS2 History & Geography Cycle

Cycle A						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
HISTORY & GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
	British History 1 Y3/4 Stone Age – Iron Age	Volcanoes Y3/4	British History 2 Y3/4 Romans invade Britain	Rainforests Y3/4	Ancient Egyptians Y3/4	Where does our food come from? Y3/4
	Key prior learning: Y1/2 (B): What is a monarch?	Key prior learning: Y1/2 (B): What is it like to live in Shanghai?	Key prior learning: British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?	Key prior learning: Y3/4 (A): Why do people live near volcanoes?	Key prior learning: British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Key prior learning: Y3/4 (A): Why are rainforests important to us?
Cycle B						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
HISTORY & GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
	British History 3 Y3/4 Anglo Saxons	Who lives in Antarctica? Y3/4	How have children's lives changed? Y3/4	Are all settlements the same? Y3/4	Ancient Greeks Y5/6	Rivers Y3/4
	Key prior learning: British history 2: Why did the Romans invade and settle in Britain?	Key prior learning: Y3/4 (A): Where does our food come from?	Key prior learning: British history 3: What changed in Britain after the Anglo-Saxon invasion?	Key prior learning: Y3/4 (B): Who lives in Antarctica?	Key prior learning: Y3/4 (B): How have children's lives changed over time?	Key prior learning: Y3/4 (B): Are all settlements the same?

Cycle C						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
HISTORY & GEOGRAPHY	HISTORY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY
		British History 4 Y5/6 Viking Raiders – Traders?	Population change Y5/6	British History 5 Y5/6 Tudors	Oceans Y5/6	Mayans Y3/4
		Key prior learning: British history 3: What changed in Britain after the Anglo-Saxon invasion?	Key prior learning: Y3/4 (B): Are all settlements the same?	Key prior learning: British history 4: Were the Vikings raiders, traders or something else?	Key prior learning: Y5/6 (B): Why does population change?	Key prior learning: Y3/4 (B): What was important to ancient Egyptians?
Cycle D						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
HISTORY & GEOGRAPHY	HISTORY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY
	Local Study based on Census Y5/6	Impact of Cornish Mining	What is life like in the Alps? Y5/6	British History 6 WW2 Y5/6	Energy Y5/6	The Sikh Empire Y5/6
	Key prior learning: British History 6: What was the impact of World War 2 on the people of Britain?	Key prior learning: Y3/4 (B): Are all settlements the same? / How have people used natural resources?	Key prior learning: Y3/4 (B): What are rivers and how are they used?	Key prior learning: Y5/6 (A): British history 5: What was life like in Tudor England?	Key prior knowledge: Y3/4 (B): Where does our food come from?	Key prior learning: What did the Greeks ever do for us?

# Progression of historical vocabulary

Chronological words and phrases	Enquiry	Knowledge and Interpretation
<b>Early Years</b>		
past, before, now, then,(in the morning, yesterday, at the weekend)	How? Why? Because, Find out, I Wonder	I can see, I saw, the same, different, similar, change, what happened? Explain
<b>Key Stage 1</b>		
As previous vocabulary + Long ago, Before I was born, Changes to now	Questions, find out, evidence, collect, history, information, research, artefacts, investigate, historians	find out, explain, facts, reasons, events and actions
The present, Stayed the same, in order, a long time ago, recently, years, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, period, timeline, primary source, impact	Questions, wonder, find out, collect, points of view, opinion, historical, information, research, sources of information, artefacts, objects, historians, investigate	find out, explain, reasons, events, causes, consequences, impact, affected, actions
<b>Lower Key Stage 2</b>		
past, before, now, then, present, period, decade, century, Long ago, Before I was born, Changes to now, Stayed the same, time scale, Interval, BC/BCE, AD/CE	Evidence to support, suggests, recognise, compare, contrast	Reason, summarise, conclusions, diversity
Duration, period, era, concurrent, during this time, previously, compared to	suitable sources, accurate, research, compare and contrast	present, evidence, broad, describe, characteristics, features, accounts, consequences
<b>Upper Key Stage 2</b>		
Chronology, context, the duration of, continuing on from	evidence, explore, sources, research, devise, enquire, compare, contrast and contradict, support, propaganda, hypothesis	consider, construct, appreciate, awareness, continuity, connections
The narrative of history	change, cause, effect, similarities, differences, analyse,	justify, hypothesis, test, challenge, deduce, selective, refine, appropriate

# History Knowledge Organiser Example

## HISTORY KNOWLEDGE ORGANISER

### British History - Vikings: raiders or traders?



KS2 Y3,4,5,6  
SUBJECT HISTORY  
FOCUS Vikings—Traders  
Source: Kapow unit



#### Need to know's

- 'Vikings' is used to describe the seafaring tribes from Norway, Sweden and Denmark.
- AD 865, Vikings invaded Britain and struggled with the Anglo-Saxons for power.
- That our understanding of Vikings comes from archaeological findings.
- Vikings created sea trading routes across the North Sea and along the Atlantic Coast.
- Vikings traded goods like furs, seal fat, tusks, iron, honey, slaves in return for grain, spices, metals, jewellery and wine.
- Viking sagas are tales from the Norse and Icelandic cultures.
- Viking raids were encouraged by the wealth of monasteries and towns in Britain.
- 'Danelaw' was established to control large areas of Britain.

#### Need to do's:

- Understand historical time, placing events and periods accurately on timelines using appropriate terms (e.g. AD/BC, century)
- Explore and compare events, people, and societies across time, identifying similarities, differences, and making connections between periods.
- Understand that history can be interpreted in different ways, explore how and why interpretations vary using evidence and reasoning.
- Investigate historical questions, plan enquiries.
- Pupils critically examine sources, identifying bias, reliability, and limitations.
- Communicate their understanding of history in a variety of creative and structured ways, using historical vocabulary and evidence to support their ideas.

#### Important Vocabulary

<b>Exchange</b>	Giving and receiving objects or money
<b>Trade route</b>	The routes by which people took to trade with other towns/ countries.
<b>Trade</b>	Exchanging goods in return for money or other goods.
<b>Raiders</b>	People who invade another persons land to steal
<b>Longboat</b>	A Viking ship. Long and fast.
<b>Seafaring</b>	Travelling by sea
<b>Viking</b>	People from Norway, Sweden and Denmark
<b>Monastery</b>	Christian houses where monks lived. Often very wealthy places.

#### What I already know:

- That Britain has undergone many changes as people have invaded. Like the Romans.
- That trade existed as far back as the Bronze age when they traded tools and metals.

#### What I can already do:

- I can give reasons as to why people might invade another country.
- I can use different sources of evidence to help me understand an event in the past.

#### Lesson Sequence

- 1 Can you explain when and why the Vikings came to Britain?
- 2 Can you evaluate ideas about the Vikings using sources?
- 3 Can you investigate the importance of Viking trading routes?
- 4 Can you compare different versions of Viking sagas?
- 5 Can you evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies?
- 6 Can you evaluate achievements of the Vikings?

## KS2 Art and DT Cycle

Cycle A						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
ART & DT	ART	DT	ART	DT	ART	DT
	Drawing – Developing drawing skills (y3/4)	Mechanical systems - Pneumatic toys (y3/4)	Drawing – Depth, emotion and movement (yr5/6)	Mechanical systems - Mechanical cars (y3/4)	Drawing – Expressing ideas (y5/6)	Cooking and nutrition – eating seasonally (y3/4)
	Key prior learning: Drawing – Understanding tone and texture (y1/2)	Key prior learning: Mechanisms – Making a moving monster (y1/2)	Key prior learning: Drawing – Developing drawing skills (y3/4)	Key prior learning: Pneumatic toys (y3/4)	Key prior learning: Drawing – Depth, emotion and movement (yr5/6)	Key prior learning: Cooking and nutrition – a balanced diet – yr2)
Cycle B						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
ART & DT	ART	DT	ART	DT	ART	DT
	Craft and Design – Fabric of nature (y3/4)	Electrical systems - torches (yr3/4)	Craft and Design – Architecture (y5/6)	Electrical systems - Doodlers	Craft and Design – Photo opportunity (y5/6)	Cooking and nutrition – adapting a recipe (y3/4)
	Key prior learning: <i>Craft and design – map it out – KS1</i>	Key prior learning:	Key prior learning: Craft of Design – Fabric of nature (y3/4)	Key prior learning: Electrical systems - torches (yr3/4)	Key prior learning: Craft and Design – Architecture (y5/6)	Key prior learning: Cooking and nutrition – eating seasonally (yr3/4)

Cycle C						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
ART & DT	DT	Art	DT	Art	DT	ART
	Structures – pavilions (y3)	Painting and mixed media- light and dark (y3/4)	Structures – Bridges (y5/6)	Painting and mixed media– portraits – (y5/6)	Structures – playgrounds (y6)	Painting and mixed media – artists study (y5/6)
	Key prior learning: Constructing a castle (y3)	Key prior learning: Prehistoric painting (Year 3 /4)	Key prior learning: Structures – Pavilions (y3)	Key prior learning: Painting and mixed media – light and dark (y3/4)	Key prior learning: Structures – Bridges (y5/6)	Key prior learning: Painting and mixed media – portraits (y5/6)
Cycle D						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
ART & DT	ART	DT	ART	DT	ART	DT
	Sculpture and 3D – Abstract shape and space (Y3/4)	Textiles – cushions (y3/4)	Sculpture and 3D- Mega materials (y3/4)	Textiles – Stuffed toys (y5/6)	Sculpture and 3D- Interactive installation (y5/6)	Cooking and nutrition – developing a recipe (yr5/6)
	Key prior learning: Sculpture and 3D – Clay houses (Y1/2)	Key prior learning: Textiles – pouches (yr2)	Key prior learning: Sculpture and 3D – Abstract shape and space (Y3/4)	Key prior learning: Textiles – cushions (y3/4),	Key prior learning: Sculpture and 3D- Mega materials (y3/4)	Key prior learning: Cooking and nutrition – developing a recipe (yr5/6)

# Art Knowledge Organiser Example

## ART KNOWLEDGE ORGANISER

### Painting - Light and Dark



KS2 Y3,4,5,6  
 SUBJECT ART  
 FOCUS PAINTING: light and dark  
 Source: Kapow unit



#### Need to know's:

- How to add black to a colour to create a shade.
- How to add white to a colour to create a tint.
- That you can use tints and shades to create 3D effects.
- How to apply paint by stippling, dabbing and washing.
- How to arrange objects to create a 'still life' composition.
- That artists often use their work to create a feeling or give messages.

#### Need to do's:

- Generate ideas from a range of sources
- Use sketchbooks for recording ideas, practicing techniques and planning next steps in my art.
- Show skill in drawing and painting to depict 3D forms.
- Apply observational skills, showing a greater awareness of composition.
- Use subject vocabulary confidently to describe and compare creative works.
- Understand how artists use art to convey messages

#### Important Vocabulary

<b>Primary colour</b>		Red, blue or yellow. These can be mixed to create secondary colours.
<b>Shade</b>		Adding black to a colour to darken
<b>Tint</b>		Adding white to a colour to lighten
<b>Shadow</b>		A darker shape formed when light is blocked by an object
<b>Three dimensional</b>		A real solid shape / object
<b>Composition</b>		The way you choose arrange objects
<b>Stippling</b>		Using pen or paint in tiny dots
<b>Dabbing</b>		Using a paint brush to paint small spots of paint on a page
<b>Washing</b>		A thin layer of watercolour paint spread across the page.
<b>Vivid</b>		Bright

#### What I already know:

- The processes involved in creating pre-historic art.
- How to use simple shapes to build initial sketches.
- Discuss the differences between prehistoric and modern paint.

#### What I can already do:

- Create a large scale copy of a small sketch.
- Use charcoal to recreate the style of cave artists.
- Demonstrate good understanding of colour mixing.

#### Lesson Sequence

- 1 How do I darken or lighten a colour when mixing paint?
- 2 Can you use tints and shades to give a three-dimensional effect?
- 3 Explore how paint can create very different effects.  
Can you consider proportion and composition when planning a still life painting?
- 4 Can you apply knowledge of colour mixing and painting techniques to create a finished piece?
- 5
- 6

# KS2 Science Cycle

Cycle A						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
SCIENCE	Skeletons (Y3)	Rocks (Y3)	Properties of Materials (Y5)	Soils (Y3)	Reversible & Irreversible Changes (Y5)	Plants (Y3)
	<p>Key prior learning: Children know that humans and animals have bodies made of different parts and that they need food and exercise to stay healthy. They understand that animals move in different ways and have basic awareness of body structure.</p>	<p>Key prior learning: Children have explored natural and human-made materials, describing them using simple properties. They know that some materials can be found in the environment and can be grouped in different ways.</p>	<p>Key prior learning: Pupils can name common materials and describe their basic properties, including whether they are absorbent, magnetic, or transparent. They have sorted materials by similarities and differences and understand simple uses of materials.</p>	<p>Key prior learning: Children know that rocks and natural materials can be found in the environment and may have different textures and appearances. They understand the idea of simple grouping of materials based on properties.</p>	<p>Key prior learning: Children know that materials can have different properties and can change when they are heated, cooled, mixed or pressed. They understand the differences between solids, liquids, and gases and have observed simple physical changes such as melting, freezing, and dissolving.</p>	<p>Key prior learning: Children can identify common plants and trees and know that plants need water and light to grow. They have observed seasonal changes and understand that plants have roots, stems, and leaves.</p>
Cycle B						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
SCIENCE	Forces (Y3)  Forces (Y5)	Sound (Y4)	The Digestive System (Y4)	Animals including Humans (Y5)	The Circulatory System (Y6)	Living Things and their habitats (Y6)
	<p>Key prior learning: Children have explored how objects move in different ways and can describe simple pushes and pulls. They know that objects can speed up, slow down, or change direction.</p>	<p>Key prior learning: Children know that they can hear different sounds and can describe them as loud or quiet, high or low. They have investigated how vibrations can cause movement in everyday objects.</p>	<p>Key prior learning: Children understand that humans need food, water, and exercise to stay healthy. They know that different parts of the body provide different functions.</p>	<p>Key prior learning: Pupils understand the basics of nutrition, digestion, and teeth. They know that animals have skeletons and muscles that help them move.</p>	<p>Key prior learning: Children know that the human body has different organs with specific roles and that food and oxygen help the body function. They understand the importance of exercise and healthy lifestyle choices.</p>	<p>Key prior learning: Pupils can group animals based on observable characteristics and understand simple food chains. They know that living things depend on their environment for survival.</p>

### Cycle C

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
SCIENCE	Food Chains (Y4)	Group and Classify Living Things (Y4)	Life Cycles (Y5)	Magnets	Fossils (Y3) Fossils (Y6)	Space (Y5)
	Key prior learning: Children know that animals need food to survive and that some animals eat plants while others eat other animals. They recognise that living things depend on one another.	Key prior learning: Pupils can identify a range of animals and plants and describe simple differences between them. They understand that living things can be sorted based on features.	Key prior learning: Children know that animals are born, grow, and change as they get older. They have explored basic reproduction in plants and animals.	Key prior learning: Children have used magnets to observe attraction and repulsion and know that magnets attract some materials but not others. They understand pushes and pulls as forces.	Key prior learning: Children know that rocks have different properties and form in different ways. They understand that animals and plants lived long ago and that evidence can remain in the ground.	Key prior learning:

### Cycle D

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
SCIENCE	Nutrition and Diet (Y3)	Diet Drugs and Alcohol (Y6)	Electricity (Y4) Electricity (Y6)	Reproduction A (year 5) Reproduction B (Year 5)	Light Year 3 Light Year 6	States of Matter (Y4)
	Key prior learning: Children know the basic food groups and that humans and animals need food to survive. They can sort healthy and unhealthy choices.	Key prior learning: Pupils understand the importance of a balanced diet and exercise. They know that some substances can be harmful to the body.	Key prior learning: Children have explored simple circuits using batteries, bulbs, and wires. They understand that electricity powers devices in homes and schools	Key prior learning: Children understand that living things grow and change throughout their lives. They know plants reproduce from seeds or bulbs and can describe basic plant life cycles.	Key prior learning: Children know that we need light to see and that the Sun is a source of light. They can identify transparent, translucent, and opaque objects.	Key prior learning: Children can describe objects as solids or liquids and have observed melting and freezing in everyday situations. They understand that some materials change when heated or cooled.

### KS2 Setting Toolkit

Adventurous vocabulary
Precise nouns
Use of the senses
Similes and metaphors
Figurative Language
Adjectives
Expanded noun phrases
Describe the time of day
Focus on unusual details
Prepositions

### KS2 Suspense Toolkit

Ominous Sounds
Character Reactions
Feelings through actions
Rhetorical Questions
Empty Words
Powerful Verbs and Adverbs
Dramatic Adverbial Phrases
Short Sentences
Introduce an element of unease
Repetition
Lull the Reader

### KS2 Action Toolkit

Dramatic Fronted Adverbials
Short Sentences
Powerful verbs and adverbs
Onomatopoeia
Dialogue
Ominous Sounds
Use a flashback
Character Reactions and thoughts

### KS2 Characterisation Toolkit

Adjectives
Similes
Action verbs and adverbs
Feelings through actions
Speech
Fronted adverbials
Interesting Character name/history
Feelings through actions
Figurative language
Character thoughts
Reactions of others
Contrasting characters

PROGRESSION OF NON-FICTION WRITING

	Information Writing	Persuasive Writing
EY&KS1	<p>Use lists and labels</p> <p>Record ideas and information</p> <p>Use numbering</p> <p>Use technical language</p>	<p>Create simple sentences persuading others to do something</p> <p>Use exaggerated words to persuade others</p>
Lower KS2	<p>Use lists and labels</p> <p>Record ideas and information</p> <p>Use numbering</p> <p>Use technical language</p> <p>Use navigational devices (Subheadings, connecting adverbs...)</p> <p>Summarise information</p>	<p>Create simple sentences persuading others to do something</p> <p>Use exaggerated words to persuade others</p> <p>Use rhetorical questions</p> <p>Use of facts and statistics</p> <p>Use puns, jingles, alliteration and invented words</p> <p>Consider the audience and adjust tone accordingly</p> <p>Use a range of adverbs, adverbials and connectives</p>
Upper KS2	<p>Use lists and labels</p> <p>Record ideas and information</p> <p>Use numbering</p> <p>Use technical language</p> <p>Use navigational devices (Subheadings, connecting adverbs...)</p> <p>Summarise information</p>	<p>Create simple sentences persuading others to do something</p> <p>Use exaggerated words to persuade others</p> <p>Use rhetorical questions</p> <p>Use of facts and statistics</p> <p>Use puns, jingles, alliteration and invented words</p> <p>Consider the audience and adjust tone accordingly</p>

	<p>Consider the given audience</p> <p>Balance viewpoints</p> <p>Use formal language and tone (where appropriate)</p>	<p>Use a range of adverbs, adverbials and connectives</p> <p>Disguise opinion as fact</p> <p>Use ambiguity and half truths</p> <p>Use pandering and be condescending</p> <p>Use lists and bullet points</p> <p>Provide persuasive examples</p> <p>Pre-empt and answer potential objections</p>
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PROGRESSION OF NON-FICTION WRITING

	Recount Writing	Explanation Texts
EY&KS1	<p>Use sequencing words and phrases Eg: Then, Next</p> <p>Write events in chronological order</p> <p>Use first person</p> <p>Maintain past tense</p>	<p>Use images to explain an event</p> <p>Use technical vocabulary</p> <p>Place events in order</p> <p>Use sequencing language Eg: Then, Next</p>
Lower KS2	<p>Use sequencing words and phrases</p> <p>Write events in chronological order</p> <p>Use first person</p> <p>Maintain past tense</p>	<p>Use images to explain an event</p> <p>Use technical vocabulary</p> <p>Place events in order</p> <p>Use sequencing language Eg: Then, Next</p>

	<p>Consistent use of pronouns</p> <p>Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that</p> <p>Include detail to engage the reader</p>	<p>Summarise a process</p> <p>Use sequential paragraphs including an introduction</p> <p>Use passive voice</p> <p>Use sequential and connective adverbs and adverbials</p> <p>Use subheadings</p> <p>Use numbering</p>
<p>Upper KS2</p>	<p>Use sequencing words and phrases</p> <p>Write events in chronological order</p> <p>Use first person</p> <p>Maintain past tense</p> <p>Consistent use of pronouns</p> <p>Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that</p> <p>Include detail to engage the reader</p> <p>Formal Tone (where appropriate)</p> <p>Write showing an understanding of the audience</p> <p>Distinguish between fact and opinion</p>	<p>Use images to explain an event</p> <p>Use technical vocabulary</p> <p>Place events in order</p> <p>Use sequencing language Eg: Then, Next</p> <p>Summarise a process</p> <p>Use sequential paragraphs including an introduction</p> <p>Use passive voice</p> <p>Use sequential and connective adverbs and adverbials</p> <p>Use subheadings</p> <p>Use numbering</p> <p>Complex sentences</p> <p>Hypothetical Language (If, When they, it could....)</p>

PROGRESSION OF NON-FICTION WRITING

	Instructional Writing	Discussion Writing
EY&KS1	<p>List materials</p> <p>Use sequencing words and phrases</p> <p>Provide a statement of intent</p> <p>Use direct language and imperative verbs</p> <p>Use commands</p> <p>Use adjectives and adverbs to add detail</p>	n/a
Lower KS2	<p>List materials</p> <p>Use sequencing words and phrases</p> <p>Provide a statement of intent</p> <p>Use direct language and imperative verbs</p> <p>Use commands</p> <p>Use adjectives and adverbs to add detail</p> <p>Use organisational devices such as lists, bullet points and sub headings</p> <p>Write instructions for complex processes</p>	n/a

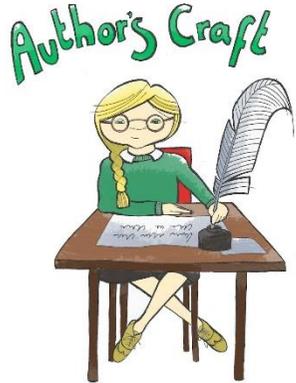
Upper KS2	<ul style="list-style-type: none"><li>List materials</li><li>Use sequencing words and phrases</li><li>Provide a statement of intent</li><li>Use direct language and imperative verbs</li><li>Use commands</li><li>Use adjectives and adverbs to add detail</li><li>Use organisational devices such as lists, bullet points and sub headings</li><li>Write instructions for complex processes</li><li>Consider the audience for the text and adjust language choices accordingly</li></ul>	<ul style="list-style-type: none"><li>Summarise arguments</li><li>Draw conclusions</li><li>Introduce an argument</li><li>Use statistics and facts to support opinions</li><li>Use formal language</li></ul>
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<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
 <p>The illustration shows two cartoon cats. The one on the left is brown and yellow striped, and the one on the right is purple and pink striped. Above them, the words 'Copy Cat' are written in a purple, bubbly font.</p>	<p>What does.....look like?</p> <p>What colour is....?</p> <p>What animal is....?</p> <p>Where did.....go?</p> <p>Why did.....run away?</p> <p>Find and copy...</p> <p>Find two words which show that...</p>	<p>Name the...</p> <p>What is...?</p> <p>Find and copy...</p> <p>Copy a word which...</p> <p>Match the...</p> <p>Tick which...</p> <p>Fill the gap...</p> <p>Copy and complete...</p>	<p>Find and copy and phrase...</p> <p>Find a synonym for....</p> <p>Sequence the following events...</p> <p>True or False...</p> <p>Annotate the....</p> <p>Correct the...</p>

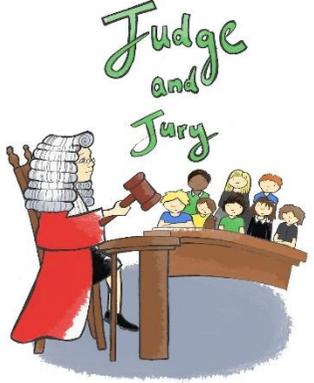
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Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><b>Text Detective</b></p> 	<p>How can we tell that.....?</p> <p>How did.....know?</p> <p>Does.....like.....? How do you know?</p> <p>Why....? (where inference must be used to find this)</p> <p>Is this fiction or nonfiction? How do you know?</p>	<p>How do you....?</p> <p>Did...?</p> <p>Why does..?</p> <p>How does...?</p> <p>Explain what...?</p> <p>What type of text is this? How do you know?</p> <p>Using evidence from the text, explain...</p>	<p>Can you explain...?</p> <p>Why did...?</p> <p>Using evidence to justify your answer, explain...?</p> <p>Providing evidence, is it true or false that...?</p> <p>Can you determine...?</p> <p>What can you infer about...?</p> <p>Why is it significant that...?</p>

			<p>Categorise the text type with justifications...</p>
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Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><i>Author's Craft</i></p> 	<p>Why does the author use the word.....?</p> <p>How does the author show us that it is an exciting part of the story?</p> <p>Why has the author used.....?</p> <p>Why is.....written in capitals/in bold?</p>	<p>Why does the author use the word/phrase...?</p> <p>What does the author tell the reader with the word...?</p> <p>What impression do you get from...?</p> <p>The author included the word/phrase....why?</p> <p>How does the author make the reader feel by using....?</p>	<p>For what purpose does the author...?</p> <p>Why does the author use.....despite it being..?</p> <p>How does the author...?</p> <p>What image does the author build by...?</p> <p>How does the author signal...?</p> <p>For what effect does the author...?</p>

			How has the author's choice of words...?
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<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>How would you feel if....?</p> <p>Would you like to....?</p> <p>Do you agree with.....?</p> <p>Do you think.....would be a nice friend to have?</p> <p>What would your favourite be? Why?</p>	<p>If you were.....how would you...?</p> <p>Do you think...?</p> <p>Predict what...</p> <p>Why, in your opinion, does...?</p> <p>What do you think is meant by...?</p>	<p>Agree or Disagree? .....</p> <p>Justify your opinion</p> <p>Yes/No/Maybe.....Explain your viewpoint</p> <p>Using evidence to support your ideas, predict...</p> <p>Do you think there is any significance in...</p> <p>Reflect on....</p> <p>Identify a key theme which...</p>

	<p>Would you like to have lived in this place/time?</p>	<p>Do you agree or disagree...?</p> <p>In your opinion, should...?</p>	<p>Considering your wider knowledge of the book...explain...</p> <p>Compare...</p> <p>Contrast...</p>
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