

Progression in Writing: Grammar, Punctuation & 'Exciting Sentences'

Developed with reference to: Pie Corbett's *Teaching Guide for Progression in Writing by Year* (Oct 2013); - Primary Ed consultancy *Progression in Grammar* documents; - Programmes of study for Writing – vocabulary, grammar and punctuation to English Appendix 2; Alan Peat 'Exciting Sentences' (AP references shown in blue); Pie Corbett's teaching guide for progression in writing



NB: **Statutory** terminology NC2014 is highlighted in red; this may have been introduced in preceding years but the year it becomes **statutory** is shown by the highlight in relevant year group.

EYFS			
Word Classes/Language	Punctuation	Sentence Construction	Terminology
Know and use the term letter, word and sentence. Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up down in into out to onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using 'like'	To use a capital letter for names and the start of their own name. To use a capital letter for the personal pronoun "I". Begin to use capital letters to start a sentence. Begin to separate words with finger spaces. Begin to show an awareness of full stops when reading and begin to use them to demarcate sentences in writing. <i>children know to pause for breath when reading sentences ending with full stops.</i> Begin to recognise question marks and exclamation marks used to demarcate sentences. <i>know that an exclamation mark can be used to show shouting, anger, surprise (when reading initially).</i> Punctuation to master: CL .	Begin to recognise how words can combine to make simple sentences. Introduce: Simple sentences Simple Connectives: <i>and who until but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers <i>Luckily / Unfortunately,</i> 'Run' - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Letter Capital letter Word Sentence Full stop Question mark Exclamation mark

Text Structure	Text Cohesion
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle/ end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Attempting writing for a variety of purposes. <i>Write own name.</i> <i>To know that words are ordered from left to right.</i> <i>Write labels & captions.</i> <i>Begin to form simple sentences using nouns, verbs, pronouns, prepositional words.</i> <i>Write sentences to match pictures or sequences of pictures.</i> <i>Accurate letter formation using correct sequence of movements to write letters</i>

Year 1 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Use expanded noun phrases in writing - adding an adjective to describe the noun (The blue butterfly) - adding a preposition to describe where the noun is in time or space (the butterfly in the garden) Know and use the term adjective for describing words - identify and adjective within a simple sentence (the beautiful princess smiled kindly) Correct use of simple prepositions in writing - inside, outside, towards, across, under... Correct use of some determiners in writing - the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these Use words to describe actions (adverbs) in writing. - I ran to the shop quickly. Know the term plural means 'more than one' and that sometimes plural nouns can have different endings. - add suffix 's' or 'es' to regular plurals (e.g. dog, dogs; wish, wishes) Use the pronouns I, he and she to avoid repeating nouns. - My best friend is Katie. She likes swimming.	Use capital letters to begin a sentence. Separation of words with spaces. Use capital letters for the names of people, places, months and days of the week (proper nouns). Capital letters for personal pronoun I. Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing. - children know to pause for breath when reading sentences ending with full stops. Begin to use exclamation marks to demarcate sentences. - know that an exclamation mark can be used to show shouting, anger, surprise, fear, joy, danger - know that an exclamation mark can be used to show a command Begin to add question marks to questions (what, where, who, how, why, when?) AP No. 16 '5 Bums On A Rugby Post' Know that a contraction is two words joined together with an apostrophe. - show an awareness and understanding of contractions when reading. Know which words have been joined and which letters omitted, shown by apostrophe. Introduced to speech bubbles	How words can combine to make simple sentences. - write simple, grammatically correct sentences (The princess lives in a huge castle). Types of sentences: Statements Questions Exclamations Joining words and joining clauses using co-ordinating conjunctions and, but, or, so to make compound sentences. - join nouns or adjectives using 'and' (I have fish and chips for supper). - use 'and' to join to main clauses (The old man walked to the top of the hill and then he walked back down again). - Spider can be small or they can be large. - Charlie hid but Sally found him. - It was raining so they they put on their coats. Beginning to join using other conjunctions - because, that, while, when, where, so that, then Also as openers - While ... - When ... - Where ... Use questions within narrative.	Consolidate all previous and introduce (if not yet done so): Letter Capital letter Upper and lower case Consonant Vowel Wording Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Noun Verb Adjective Alphabet Apostrophe Contraction Conjunction Past tense Present tense

Suffixes - where no change in root word spelling is needed (helping, helped, helper) Prefix un - changes to meaning of verbs and adjectives to negative (unkind, untie) Alliteration e.g. dangerous dragon; slimy snake Similes using as....as... e.g. as tall as a house; as red as a radish	Punctuation to master: CL . ? !	- Where are you going? asked the princess. Use of precise language for information - First, switch on... Next, wait until.... To use the term ‘verb’ appropriately and to understand the function of verbs in sentences through: - noticing that sentences cannot make sense without them - collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble Verbs: regular past tense (-ed) Verbs: Irregular E.g. did/done (has) -‘ly’ openers Fortunately,...Unfortunately ..., Sadly,... Simple sentences e.g. I went to the park. Embellished simple sentences Complex sentences: Use of ‘who’ (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. ‘Run’ - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon	
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Sentence Type	Example	Rule
Connected Sentences	<i>He couldn't see because it was dark. It was a cold day and it was raining.</i>	- Write in sentences using a wider range of conjunction <i>And, or, but, so, because, so that, then, that, while, when, where</i>
Simple Sentences	<i>I like dogs and I like cats. I went to the park. The castle is haunted. This is a yellow box and it has blue spots. I like chips but I do not like fish.</i>	- Say a sentence, write and read it back to check it makes sense. - Progress to using simple conjunctions such as <i>and, who, until and but</i> . - All sentences will have finger spaces,
Text Structure		Text Cohesion
Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) • Plan opening around character(s), setting, time of day and type of weather • Understanding - beginning /middle /end to a story • Understanding - 5 parts to a story: • Opening - <i>Once upon a time...</i> • Build-up - <i>One day...</i> • Problem / Dilemma - <i>Suddenly,../ Unfortunately,...</i> • Resolution - <i>Fortunately,...</i> • Ending - <i>Finally,....</i> Non-fiction: Planning tools - text map / washing line • Heading • Introduction - Opening factual statement • Middle section(s) - Simple factual sentences around a <i>them</i>; bullet points for instructions; labelled diagrams • Ending - Concluding sentence		Sentence 'building' - form simple sentences by combining a noun, verb, pronoun and/or prepositional word. Sequencing simple sentences with one verb to form short narratives (identifying past/present tense).

Year 2 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Use expanded noun phrases which modify the noun to describe and specify. - adding an adjective to describe the noun (The blue butterfly) Begin to identify adverbial phrases which modifies and makes verbs more specific. - the bus leaves in five minutes (modifies leaves) - Priscilla complained constantly (modifies complains) - Alex forgot to buy easter eggs (modifies forgot) Know and use the term ‘common’ and ‘proper’ nouns - identify common nouns in sentences (The pencil was on the floor). - identify proper nouns in sentences (Kate went to America). Know and use the term ‘verb’, identifying it in a sentence. - know that every sentence has a verb and spot it (Tom ran quickly up the hill). Investigate the effect of add ‘ly’ to an adjective. - know that adding ‘ly’ to an adjective can change it into a word describing an action (adverb) (beautiful / beautifully) (and that not all adjectives can become adverbs by adding ‘ly’ eg fast/fastly) Investigate the effect of adding ‘ness’ to adjectives as suffix. - know that some adjectives can be changed to a noun by adding ‘ness’ (happy/happiness)	Demarcate sentences using capital letters and full stops accurately. Use question marks and exclamation marks accurately. Use commas to separate items in a list. - I went to the shop to buy tea, milk, cheese and butter. - To separate a list of adjectives or adverbs (The beautiful, radiant princess leaned down. She let her hair down quickly, carefully and cautiously). AP No. 17 ‘List Sentences’ Use apostrophes for contraction and for possession. - for omission (have not / haven’t) - begin to know some contracted homophones (whose/who’s, their/there/they’re) - for singular possession including nouns ending in ‘s’ (Kate’s hair / Cerys’ hair) <u>Experiment</u> with speech punctuation (linked to speech bubbles) - know that inverted commas (‘speech marks’) are used around the spoken word and begin to punctuate inside inverted commas correctly (“Stop right there!” the policeman shouted.) - convert speech bubbles to direct speech Punctuation to master: CL . ? ! , ’	Use sentences with different forms: questions, statement, command, exclamation. - a command starts with a verb (Put that down) and ends with either a full stop or exclamation mark. - a statement is a normal sentence containing an observation (It is raining today). - an exclamation (oh no!) Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information). - The huge, majestic castle in the forest hadn’t been lived in for years. - Snow fell gently and covered the cottage in the wood. - Life the pot carefully onto the tray. -‘ly’ starters - Usually, Eventually, Finally, Carefully, Slowly, ... Use the past and present tense correctly including irregular forms - regular forms adding suffix ed (Today I play, yesterday I played) - common irregular forms (run/ran, go/went, am/was, did/done, give/gave) Person verb agreement (I run, you run, he runs, they run). Use the past and present progressive tense forms correctly - using the verb ‘to be’ in present or past and another verb in present (The cake was baking slowly/ The cake is baking slowly).	Consolidate all previous and introduce (if not yet done so): Noun Noun phrase Common and proper nouns Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Comma Speech marks/inverted commas Adverb Heading/sub-heading (briefly touch on ‘clause’ in preparation for Y3)

Investigate the effect of adding ‘er’ ‘est’ as suffix. - <i>to create comparison</i> (big/bigger/biggest) Investigate the effect of adding suffixes such as ‘ful’ ‘less’ Begin to use a wider range of pronouns including our, it, mine. Creation of compound words. - <i>whiteboard, superman</i> Prepositions: <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch</i> Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i> Two adjectives to describe the noun E.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. Lift the pot carefully onto the tray. Generalisers for information, e.g. Most dogs.... Some cats....		Secure use of co-ordinating conjunctions correctly. - <i>these join two main clauses to make a compound sentence (and, but, so, or...)</i> Use more complex subordinating conjunctions (because, if, that, while, when,) to join a main and subordinate clause. - <i>The boy went to school because he was unwell.</i> - <i>You must listen while you eat.</i> - <i>When the weather is cold I wear a scarf.</i> Begin to spot use of ‘who’ /’which’ to add additional information to a noun (using a relative clause) - <i>The witch, who lived in the cottage, was evil.</i> - <i>The cat, which was ginger, purred quietly.</i> Use conjunctions of time to link words or sentences telling when something happens (when, after, before, while) AP No. 1 B.O.Y.S Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases - <i>lots of people, plenty of food</i> List of 3 for description - <i>He wore old shoes, a dark cloak and a red hat.</i>	
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Sentence Type	Example	Rule
All the Ws	<i>Would there ever be another opportunity like this one?</i> <i>Who would take over this role now? What if you had all of the money in the world?</i> <i>Why do zebras have stripes?</i>	- Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if?
BOYS Sentences	<i>He was a friendly man most of the time, but he could become nasty.</i> <i>He could be really friendly or he could be really miserable.</i> <i>It was a beautiful morning for a walk so he set off quite happily.</i>	- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence is a statement and the last part <u>always</u> begins with a conjunction.
2A Sentences	<i>He was a tall, awkward man with an old, crumpled jacket.</i> <i>It was an overgrown, messy garden with a leafless, lifeless tree.</i> <i>The huge, green tractor ploughed the wet, muddy field.</i>	- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.
List sentences	<i>It was a dark, long, leafy lane.</i> <i>She had a cold, cruel cackle.</i> <i>It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.</i>	- A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.
Short	<i>Oh no!</i> <i>Then it happened.</i> <i>He stopped.</i> <i>Everything failed.</i> <i>The door opened.</i> <i>What's wrong?</i>	- 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.
Text Structure		Text Cohesion
Fiction - Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) • Plan opening around character(s), setting, time of day and type of weather • Understanding 5 parts to a story with more complex vocabulary • Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> • Build-up e.g. <i>Later that day</i> • Problem / Dilemma e.g. <i>To his amazement</i> • Resolution e.g. <i>As son as</i> • Ending e.g. <i>Luckily, Fortunately,</i> NB: Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction - Secure use of planning tools: Text map / washing line / 'Boxing –up' grid • Introduction: Heading; Hook to engage reader; Factual statement / definition; Opening question		Consolidation of correct and consistent use of present tense and past tense throughout writing. To re-read own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions. Begin to identify and use different layouts for fiction and nonfiction. E.g. arrows, lines, boxes, keys, to indicate sequences and relationships.

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| <ul style="list-style-type: none">• Middle section(s): Group related ideas / facts into sections; Sub headings to introduce sentences /sections; Use of lists – what is needed / lists of steps to be taken; Bullet points for facts; Diagrams• Ending: Make final comment to reader• Extra tips! / Did-you-know? facts / True or false?• The consistent use of present tense versus past tense throughout texts• Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) | |
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Year 3 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Recognise and use adverbs/adverbials of time and manner with greater precision. - Use adverbs of time (when) (<i>Suddenly, the door swung open.</i>) - Use adverbs of manner (how) (<i>The man shouted ferociously at the children.</i>) Use the correct determiner 'an'/'a' according to whether the next word begins with a consonant or a vowel - The term 'determiner' has replaced the term 'article' in the curriculum. A determiner is a word with no grammatical purpose in a sentence and precedes a noun, eg. <i>an elephant, a bag, the man</i> Use of article 'an' with words beginning with a silent 'h'. E.g. An hour Know and use the term pronoun - identify and use a range of pronouns in sentences (<i>It was late when they left.</i>) - know what words have been replaced by pronoun (<i>The time was late when they left.</i>) - choosing nouns and pronouns for clarity and cohesion and to avoid repetition - substituting pronouns for common & proper nouns in own writing - distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; - distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do	Use inverted commas accurately to indicate speech and begin to punctuate inside inverted commas accurately, using capital letters to mark the start of direct speech - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" Use commas following fronted adverbials. - <i>Suddenly, a loud noise pierced the air.</i> Capital letter development: To use capitalisation for new lines in poetry. Full stop development: Understand the use of a full stop for abbreviation. E.g. Dr. Understand the use of a full stop when a word has been made shorter. E.g. Manchester Utd. To use the apostrophe to show ownership for singular possession. E.g. Sam's pencil, the girl's name. Use apostrophes for contraction and possession. - know a wide range of contractions including lesser known ones (<i>would've, shan't</i>) - use possessive apostrophe correctly for both single nouns and regular/irregular plurals (<i>boy's, children's</i>)	Continue to choose and use a wider range of subordinating conjunctions. - (<i>when, after, if, although until</i>) To use the term preposition appropriately and understand the function of prepositions in sentences. Adverbs - collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly - investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the housely Use and manipulate a greater variety of adverbials to open a sentence including - <i>ly openers</i> (<i>Cautiously, she opened the door.</i>) - <i>- ing starters</i> (<i>Sighing, she went home.</i>) - <i>- conjunctions of time</i> (<i>Later that day, she saw him.</i>) - <i>prepositions</i> (<i>In a forest, lived a giant.</i>) - <i>adverbial phrases showing where, when, how</i> (<i>A few days ago.... At the back.... With a furious glance...</i>) AP Introduce 1 –ed openers (to support No. 4 '3-ed openers'). Use complex sentences to express time, place, cause. - time, place, cause can be expressed using conjunctions (<i>when, so, because, before, after, while</i>), adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in, because of</i>) (<i>Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.</i>)	Consolidate all previous and introduce (if not yet done so): Preposition, Conjunction Word family Prefix Clause Subordinate clause Main clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks') Pronoun Noun (abstract) Adverbial (refer to determiner)

Know and use the terms collective noun, common noun, proper noun (touch on abstract noun). - identify collective nouns in a sentence, including less well known ones (The troop of monkeys swung through the trees.) <u>AP No. 2 ‘2Ad’.</u> Identify word families based on common words - solve, solution, dissolve, insoluble Formation of nouns using a range of prefixes. - super-, anti-, auto- The grammatical difference between plural and possessive s. - the cat’s tail; the cats ; it’s / its Standard English forms for verb inflections instead of spoken forms - we were NOT we was - I did NOT I done Introduce figures of speech – simile. <u>AP No. 3 ‘Simile’</u> Introduce ‘opposite words’ (antonyms) Prepositions <i>Next to by the side of In front of during through throughout because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i> Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> More specific/ technical vocabulary to add detail.	Introduce ellipses to keep reader hanging on. - <i>Trembling, he turned to look behind him....</i> Colon before a list e.g. <i>What you need:</i> Punctuation to master: CL . ? ! , ’ “ ”	Consolidate dropping in a relative clause to add detail - who/whom/which/whose/that. - <i>The man, who was cross, shouted.</i> Use the perfect present form. - <i>He has gone out to play.</i> Experiment with adjectives to create impact and continue to use noun phrases expanded by the addition of modifying adjectives. Change verbs to improve interest. E.g. ate = gobbled. Experiment with deleting words (nouns, verbs, prepositions, adjectives, adverbs) in sentences to see which are essential to retain meaning and which are not Vary sentence structure/connect ideas by expressing time, place and cause using: (time) <u>conjunctions</u> (e.g. when, before, after, while, until, because); <u>adverbs</u> (e.g. then, next, soon, therefore); <u>prepositions</u> (e.g. before, after, during, in, because, of) Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i>	
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		Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Dialogue – powerful speech verb e.g. <i>“Hello,” she whispered.</i>	
Sentence Type	Example	Rule	
If, then.	<i>If the alarm had gone off, then he might have got to school on time.</i> <i>If I hadn’t found the watch, then I wouldn’t be sitting here today.</i>	- Summarising a dramatic plot (key plots) at beginning or the end of a story. The emphasis should be on using the comma after the fronted adverbial. - The first clause always begins with an if and ends with a comma, the second clause begins with a then and ends with a full stop	
Ad, same ad	<i>He was a fast runner, fast because he needed to be.</i> <i>It was a silent town, silent because all the residents had fled.</i>	- The sentence has two identical adjectives, one repeated shortly after the other. - Adjective – comma – adjective repeated – because...	
__ing, __ed.	<i>Walking in the bush, she stopped at the sight of a crocodile facing her.</i> <i>Running near the beach, he halted as the ground gave way.</i>	- The sentence must begin with a subordinate clause which begins with a verb ending in ‘ing’, followed by the location of the action.	

	<i>Jumping quickly through the air, she landed on her feet before sprinting away</i>	- Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.
With a(n) action, more action	<i>With a smile, Greg waved goodbye.</i> <i>With a weary wail, Thor launched his final attack.</i> <i>With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</i>	- This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action which occurs <u>simultaneously</u>.
As –ly	<i>As the rain came down heavily, the children ran for shelter.</i> <i>As the wind screamed wildly, the lost giant lumbered along the path.</i>	- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action.
When... sentences	<i>When it was dark the owls started to hoot.</i> <i>When he was angry he stamped his feet. When the door opened they could see some treasure.</i>	- Use 'When...' as an opener. - Could begin to use 'While..' and 'As...' to extend. - Commas do not need to be used to mark the clauses however this could be modelled but not taught explicitly.
Doubly –ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.
Text Structure		Text Cohesion
Fiction - Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid • Plan opening around character(s), setting, time of day and type of weather • Paragraphs to organise ideas into each story part • Extended vocabulary to introduce 5 story parts: • Introduction –should include detailed description of setting or characters • Build-up –build in some suspense towards the problem or dilemma • Problem / Dilemma –include detail of actions / dialogue • Resolution - should link with the problem • Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction - Secure use of planning tools: Text map, washing line, 'Boxing –up' grid, story grids • Paragraphs to organise ideas around a theme • Introduction - Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i>		Consistent use of the correct past and present tense, including irregular forms. Ensure grammatical agreement in speech and writing of pronouns and verbs. Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts Introduction to paragraphs as a way to group related material. Investigate and recognise a range of other ways of presenting texts e.g. headings and sub-headings (plus, for example: speech bubbles, enlarged, bold or italicised print)

- **Middle Section(s)** - Group related ideas /facts into paragraphs; Sub headings to introduce sections / paragraphs ; Topic sentences to introduce paragraphs;
- Lists of steps to be taken; bullet points for facts; flow diagram
- **Develop Ending** - Personal response; Extra information / reminders e.g. Information boxes/ Five Amazing Facts; Wow comment
- **Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said.***
- **Use of present perfect instead of simple past. *He has left his hat behind,* as opposed to *He left his hat behind***

Year 4 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Use the term suffix and identify groups of words with the same suffix. - know how suffixes can be grouped into those that make a word plural, change its tense or are a derivative of the root word (teach/teacher) - know some suffixes change the word class whilst others do not (walk/walked/walking are verbs. Walker is a noun and therefore a derivative). Use the term homophone and identify homophones. - know and use correctly common homophones (their, they're, there and sea/see) Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'. - I was filled with happiness when school ended. - know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (beautiful / beauty, happiness / happy) Use the term synonym and antonym correctly and identify less common synonyms and antonyms. - synonyms are words with similar <i>meaning</i> (dispute/conflict) - antonyms are words with the opposite meaning (happy/sad) Revise the grammatical difference between plural and possessive -s Revise Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first. - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" <u>Begin</u> to understand the function of commas in sentences through becoming aware of the use of commas in marking grammatical boundaries within sentences to make meaning clearer: - Julie says her sister is ill. - Julie, says her sister, is ill <u>AP No 7 'Verb Person'</u> Use commas following fronted adverbials. Children also now need to recognise this is a phrase (i.e. no subject doing a verb) - All of a sudden, I jumped in the air. Use commas to separate a subordinate clause from a main clause regardless of order. - Feeling tired and unwell, I sat down in the armchair. - I sat down in the armchair, feeling tired and unwell. Use apostrophes to mark singular and plural possession. - the girl's books; the boys' boots Vary sentence structure, by exploring different 'ed' openers (e.g. Rooted to the spot...)	To understand and use tense correctly in relation to verbs - Know that tense refers to time - Know that one test of whether a word is a verb is whether or not its tense can be changed - Compare sentences from different text types e.g. narrative in past tense, explanations in present tense - To develop an awareness of how tense relates to purpose and structure of text. - Future tense. Consistently use the 1st and 3rd person correctly. Long and short sentences: Long sentences to enhance description or information. Short sentences to move events on quickly e.g. <i>It was midnight.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i>	Consolidate all previous and introduce (if not yet done so): Determiner Pronoun Possessive Pronoun Adverbial Phrase Homophone Reported Speech

Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i> Proper nouns - refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: - <i>Constructing adjectival phrases</i> - <i>Examining comparative and superlative adjectives</i> - <i>Comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold)</i> - <i>Relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est)</i> - <i>Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot</i> Revise Collective nouns. Figures of speech – Similes; introduce Metaphors through reading. Know special effects words: Alliteration Onomatopoeia	<u>AP 2-ed openers to support no. 4 ‘3-ed openers’</u> <u>AP No. 15 Introduce double ly ending</u> Begin to vary sentence structure, <u>using</u> different openers. <u>AP No 23 ‘—ing, --ed’; Introduce No. 10 ‘Emotion Word (comma)</u> Punctuation to master: CL . ? ! , ’ “ ” Punctuation to discuss in reading: , ’ “ ” ; : () - ...	Use subordinate clauses to create complex sentences. - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn’t contain a subject. <i>Sprinting along the path at high speed</i>.... Does not specify who or what is sprinting). - include ly/ing/ starters and ‘drop in’ (relative) clauses begun in earlier years Use noun phrases, including those containing a preposition. - a group of words that describe a noun, what it looks like, its position etc (eg, <i>The teacher</i> ... expanded to ...<i>The strict teacher with the curly brown hair</i>) - Use both direct and reported speech. - direct speech are exact words spoken and contain speech punctuation (“<i>Where are you going on holiday?</i>”) -reported speech summarises the words spoken and is often used to keep the text pacy (<i>Tom asked his friend where he was going on holiday</i>). Secure use of a variety of fronted adverbials. -‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i>	
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		Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> Repetition to persuade e.g. <i>Find us to find the fun</i> <u>Dialogue</u> - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i> Use adjectival phrases. E.g. biting cold wind. To understand the significance of word order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones. Appropriate choice of noun and pronoun within and across sentences to aid cohesion and to avoid repetition.	
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Sentence Type	Example	Rule
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	- This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.
If, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 2. The emphasis should be on using the comma after each clause. - Each of the first two clauses always begins with an if and ends with a comma, and the last clause starts with a then and ends with a full stop (.)
Emotion, comma	Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.
Verb, person	Running , Sarah almost tripped over her own feet. Tiptoeing , he tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.
Text Structure		Text Cohesion
Fiction - Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' • Plan opening using: Description /action • Paragraphs: to organise each part of story; to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma Developed 5 parts to story: Introduction; Build-up; Problem / Dilemma; Resolution; Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction - Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid • Paragraphs to organise ideas around a theme - Logical organisation - Group related paragraphs - Develop use of a topic sentence - Link information within paragraphs with a range of connectives. - Use of bullet points, diagrams • Introduction • Middle section(s)		To be aware of the use of connectives to link paragraphs, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. "If ..., then", "on the other hand...", "finally", "so". Precise use of paragraphs to organise ideas around specific themes. Appropriate and conscious choice of noun or pronoun across sentences to aid cohesion and avoid repetition. From reading, to further understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.

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| <ul style="list-style-type: none">• Ending - Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader• Appropriate choice of pronoun or noun across sentences to aid <i>cohesion</i> | |
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Year 5 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Identify and use adverbs that indicate degree of possibility. - children should know that not all adverbs end in 'ly' and that they have different purposes (time, place, manner) - children should know that some adverbs indicate degrees of possibility (perhaps, maybe) Identify and use modal verbs - could, should, would Identify prepositions of time, place, cause. - prepositions of time include at (at 12 o'clock), on (on the 12th of January) and in for months/years (in 2016) Group verbs into those that are countable and non-countable. - countable nouns are those preceded by a number (1 table, 2 tables) - non countable nouns cannot be preceded by a number (bread, air, ballet) Auxiliary verbs – have, was, shall, will Verb forms – active, interrogative, imperative <u>Extend</u> knowledge, understanding and use of verbs, focusing on: - <i>Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will</i> - <i>Forms: active, interrogative, imperative</i> - <i>Person: 1st, 2nd, 3rd,</i> - <i>Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning</i> Clauses and phrases – understanding the difference.	Use commas accurately to separate phrases and clauses. - to separate main/subordinate clause/relative clause (Feeling terrified, I opened the door. The wizard, who was old, smiled). <u>AP No. 11 'Noun, which, who, where'.</u> Use hyphens correctly to avoid ambiguity - a hyphen can link two words together to create a compound word (an ice skate becomes to ice-skate) - a hyphen can change the meaning of a sentence (In the jungle there was a man eating tiger. In the jungle there was a man-eating tiger). Use brackets and commas for parenthesis. - parenthesis is when a phrase or word has been added to explain/detail but isn't necessary for meaning, eg The evil pirate (born in 1723) captured several ships. <u>AP No. 8 'O. (I.) – Outside Inside.</u> Use ellipsis for effect. - to indicate the passing of time, thought or interrupted speech. ("I'm wondering..." Kate said, bemused.) Use a colon to begin a list. - In my pencil case there is: a pencil, rubber, pens and food.	Use relative clauses (beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun) to create complex sentences, using commas to punctuate. - The old wizard, whose name was Gandalf, lifted his wand and pointed. Manipulate the order of sentences. - 'ing' powerful openers (Snapping its jaws, the shark lunged). - 'ed' powerful openers (Saddened by the loss of his dog, Jack walked home slowly.) Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely). Using verb phrases to create subtle differences (e.g. she began to run, he might have been). Add phrases to make sentences more precise and detailed. Use a range of sentences openers consistently, considering their effect. <u>AP No. 4 '3-ed openers'. Consolidate No. 10 'Emotion Word (comma)</u> Link clauses in sentences using a range of subordinating and coordinating conjunctions.	Consolidate all previous and introduce (if not yet done so): Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Hyphens Colon Countable/Non countable verbs

To investigate clauses through: - <i>Identify the main clause in a long sentence</i> - <i>Investigate sentences which contain more than one clause</i> - <i>Understand how clauses are connected (e.g. by combining 3 short sentences into 1)</i> Converting nouns or adjectives into verbs using suffixes. - ate, -ise, -ify Verb prefixes. - dis, de, mis, over, re (check our spelling lists re this) Noun Endings - ment, ship, ness, ence, ance Nouns: Know all five types of nouns: <i>Common - dog</i> <i>Proper - Sandra</i> <i>Concrete – of real objects</i> <i>Abstract – qualities, feelings</i> <i>Collective – groups</i> Relative clauses beginning with <i>who, which, where, whose, that</i> or an omitted pronoun. No. 11 ‘Noun, which, who, where’. Know special effects words: E.g. Alliteration; Onomatopoeia E.g. Figures of speech- Similes, Metaphors; Introduce Personification. No. 22 ‘Personification of Weather’. Further work on antonyms and synonyms. Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language	AP No. 6 ‘De:De’ & No. 18 ‘Some; others sentences’. Consolidate using the apostrophe for possession and omission. Use inverted commas and other punctuation <u>accurately</u> to indicate direct speech. E.g. a comma after the reporting clause; end punctuation within inverted commas. (E.g. The conductor shouted, “Sit down!”) Punctuation of bullet points to list information. No. 21 ‘Short’ E.g. Everything failed! Punctuation to master: ‘ ” ; : () - ...	Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> Elaboration of starters using adverbial phrases. E.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. hroughout the night, the wind howled like an injured creature.</i> Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> AP No. 5 ‘2 Pairs’. Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i>	
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Sentence Type	Example	Rule
3 __ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .
Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.
Tell: show 3 examples, (comma) sentences	He was feeling relaxed: shoes off, shirt undone lying on the sofa. The commander was tense: sweat dripping, eyes narrowed, staring out on the battlefield.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows using commas to demarcate the list.
2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: a) Followed by a comma b) Separated by <i>and</i>
Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	- This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.
Text Structure		Text Cohesion
Fiction - Secure independent use of planning tools: Story mountain /grids/flow diagrams • Plan opening using: Description /action/dialogue • Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. • Use 5 part story structure- writing could start at any of the 5 points. This may include flashbacks • Introduction –should include action / description -character or setting / dialogue • Build-up –develop suspense techniques • Problem / Dilemma –may be more than one problem to be resolved • Resolution –clear links with dilemma • Ending –character could reflect on events, any changes or lessons, look		Use paragraphs to signal change in time, scene, mood, action or person. To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Devices to build cohesion within a paragraphs: Then, after that, this, firstly To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions. To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit.

Non-Fiction • Independent planning across all genres and application • Secure use of range of layouts suitable to text. • Structure: Introduction / Middle / Ending • Secure use of paragraphs: • Use a variety of ways to open texts and draw reader in and make the purpose clear • Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in • Express own opinions clearly • Consistently maintain viewpoint • Summary clear at the end to appeal directly to the reader	To understand the difference between direct and reported speech. E.g. “She said, “ I am going” and “She said she was going”) e.g. through
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Year 6 - consolidation of previous year plus...

Word Classes/Language	Punctuation	Sentence Construction	Terminology
Know all word classes: Noun; Pronoun; Adjective; Verb; Adverb; Conjunction; Preposition; Interjection (HA) Know and identify the different types of pronouns. - Personal replaces a name (<i>I, he, she, they, we</i>) - Possessive indicates ownership (<i>mine, her, his our..</i>) - Relative relates information back to the noun (Michael, <i>who</i> was young, loved football). Identify and use adverbial phrases in writing. - an adverbial phrase is a group of words with no verb which describes a verb (<i>With fear and dread</i>, I opened the door. Running <i>as fast as he could</i>, Tom succeeded in capturing the robber). Identify and use prepositions (in phrases) in writing. - a prepositional phrase contains a preposition and a noun phrase (We will be back <i>in a few days</i>. <i>In</i> is the preposition and a few days is the noun phrase). Know and identify determiners (previously called articles) - easy to identify as they come before a noun (phrase) E.g. <i>the</i> salt, <i>those</i> lovely flowers, <i>whose</i> coat... Know that adverbs can be grouped into those of time, place, manner and degree.	Use semi-colons to separate main clauses. - a semi-colon can replace a conjunction which links two main clauses in a compound sentence but ONLY if they are linked by subject (<i>I was feeling hungry; I'd forgotten my lunch</i>. The semi-colon replaces '<i>because</i>'). <u>AP No. 13 'Ad, same ad (but with ; focus)'</u> (HA) Use semi-colons to separate items in a list. - semi-colons can add clarity (I went to the shop and purchased the following: <i>a packet of mature cheddar cheese; five loaves of bread, thinly sliced; some pepperami and a bottle of milk.</i>) (HA) Use colons to separate boundaries between main clauses. - a colon may be used instead of a semicolon to separate main clauses when the second clause explains, expands or illustrates the first (<i>He got what he worked for: a promotion.</i>) Use dashes to indicate parenthesis. - use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out (You are the one – <i>the only one</i> – I can trust). <u>AP No. 14 '3 bad – (dash) question?'</u> Use a hyphen (joining two words to make a compound word e.g. hyper-active, or to separate a prefix from its root word e.g. de-ice; To understand how hyphens can be used to avoid ambiguity/confusion. E.g. man eating shark versus man-eating shark, or recover versus re-cover.	To secure control of complex sentences. - <i>understanding how different clauses can be manipulated to achieve different effects</i> - <i>Use subordinate clauses to write complex sentences.</i> <u>AP No. 20 'The more, the more'</u> Use multiple clauses in sentences. - <i>Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall.</i> Use the active and passive form for effect. - active (subject before verb) The <i>man</i> walked to the shop. - passive (verb comes before subject) The shop was <i>walked</i> to by the <i>man</i>. Use and identify the personal and impersonal form. - the personal form contains a personal pronoun (<i>I, we, they, ours, his, mine</i>) - impersonal contains no personal pronoun (<i>It takes a lot of time to decide what trainers to wear.</i>) Use the subjunctive form. - <i>If I were... Were they to come in ...</i>(used in very formal writing/speech). Punctuation of bullet points to list information. <i>The following format is the one to follow when teaching bullet points:</i> - <i>start each comment with a clear bullet point</i> - <i>do not capitalise each bullet point do not use commas or semi-colons to divide each bullet point</i> - <i>do not end the final bullet point with a full stop</i> - <i>As long as the method you use is consistent, it is acceptable.</i>	<u>Consolidate all previous and introduce (if not yet done so):</u> Subject Object Active Passive Synonym Antonym Ellipsis, Hyphen Colon Semi-colon Bullet points Pronoun- personal/possessive/ relative

- adverbs of time indicate when something happened (suddenly, tomorrow, later). - adverbs of place indicate where something happened (I ran outside) - adverbs of manner describe how something is done (I ran quickly/as fast as I could). Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)	Punctuation to master: ; : () - ...	To become aware of conditionals through: - <i>Using these forms to construct sentences which express, e.g. possibilities, hypotheses</i> - <i>Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)</i> AP No. 9 'If, if, if, then' & No. 25 'Imagine 3 examples' Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)	
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Sentence Type	Example	Rule
Description, which + simile sentences	Greg had huge nostrils, which made him look like a hippo. The valleys have crooked ravines, which curve around like the blade of a scimitar.	- The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile, further describing the description.
O. (I.)	She told the little girl not to be so naughty (however, she was secretly amused by what she had done.) I was delighted and shrieked at the top of my voice so that everyone could hear (but inside I felt scared that something was about to go wrong).	- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.
Tell: show 3 examples, (comma) sentences	It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun. The playground was madness: children screaming at the top of their lungs; boys shooting each other with their imaginary guns; skipping ropes flying in every direction.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.
De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	- Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	- This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action .

Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	- Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon.
GDS: Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with: - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon
GDS: Tell - show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.
GDS: 3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.
GDS: The question is:	Jack disappeared. The question is: where did he go? Theron had betrayed his king. The question is: could he still be trusted? Tutankhamen was the youngest Pharaoh ever. The question is: how did he die?	- The first sentence is a short description of an action or statement of fact. - The second sentence begins with the phrase <i>The question is:</i> (colon) followed by an intriguing question which draws the reader into the text.

Text Structure	Text Cohesion
Fiction: Consolidate Year 5 list • Secure independent planning across story types using 5 part story structure. • Include suspense, cliff hangers, flashbacks/forwards, time slips • Start story at any point of the 5 part structure • Maintain plot consistently working from plan • Paragraphs -Secure use of linking ideas within and across paragraphs • Secure development of characterisation Non-fiction: • Secure planning across nonfiction genres and application • Use a variety of text layouts appropriate to purpose • Use range of techniques to involve the reader –comments, questions, observations,	To consistently organise writing into paragraphs. Linking ideas using a wider range of cohesive devices. - on the other hand, in contrast, as a consequence. AP No 19. 'P.C' Layout devices. - headings, sub-headings, bullets, tables, to structure text. To understand the term 'impersonal voice'. Understand features of formal official language. Explore the difference between structures typical of informal speech

rhetorical questions • Express balanced coverage of a topic • Use different techniques to conclude texts • Use appropriate formal and informal styles of writing • Choose or create publishing format to enhance text type and engage the reader • Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	and structures appropriate for formal speech and writing (such as the use of question tags. E.g. He's your friend, isn't he?) or the use of the subjunctive forms in some very formal writing and speech.(E.g. If he <u>were</u> to be successful, the matter would be resolved; If they <u>were</u> to come...)
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