

Clee Hill Community Academy's teaching guide for progression in writing year by year

(Adapted from Pie Corbett's version)

- In the Punctuation & Terminology columns, any terms in bold are a statutory requirement of the National Curriculum in England.
- Terms highlighted in yellow are technical grammatical terms that will feature in the grammar tests in England from 2016. These are additional to the terms stated in the National Curriculum.
- Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!



Reception

Text Structure	Sentence Construction	Sentence structures to teach	Word Structure / Language	Punctuation	Terminology
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	Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘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>	<ol style="list-style-type: none"> Subject + verb: <i>The dog barked.</i> subject + verb + place adverbial : <i>Emma and Jon went to the shops.</i> repetition of verb for effect: <i>Sally ran and ran.</i> Use of "feeling" words: (adjectives) <i>Jenny is happy</i> . "like" + activity: <i>We like reading the story.</i> "can" + verb + adverb: <i>I can run fast.</i> verb "to be" + adjective: <i>My bag is yellow.</i> 2 nouns joined by "and": <i>We saw houses and cars.</i> 	Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’

Year 2

Text Structure	Sentence Construction	Sentence structures to teach	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ ‘Boxing-up’ grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / ‘Boxing –up’ grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>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</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>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>)</p>	<p>Consolidate Year 1 list</p> <p>Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Consolidate year 1 list</p> <p>When" introduces a complex sentence: <i>When she saw the cat, she laughed out loud.</i></p> <p>2. "When" used in middle position of complex sentence: <i>She laughed out loud when she saw the cat.</i></p> <p>3. As above, but with imperative verbs: <i>When you have finished, leave it to dry.</i> or <i>Leave it to dry when you have finished.</i></p> <p>4. 2 adjectives before a noun – include comma: <i>She showed them an ancient, wrinkled piece of leather.</i></p> <p>5. "Before" used in both positions in a complex sentence: <i>Before we sat down, we looked at the seat.</i> or <i>We looked at the seat before we sat down.</i></p> <p>6. "After" used in both positions in a complex sentence: <i>After we sang the song, we played games.</i> or <i>We played games after we sang the song.</i></p> <p>7. "Because" used in both positions in a complex sentence: <i>He started to cry because he couldn't find his dog.</i> or <i>Because he couldn't find his dog, he started to cry.</i></p> <p>8. "As soon as" used in both positions in a complex sentence: <i>As soon as they saw Mum, they started to smile.</i> and <i>They started to smile as soon as they saw Mum.</i></p> <p>9. Simile: <i>The king was as proud as a peacock.</i></p> <p>10. Begin sentence with a simile: <i>As angry as a storm, the king burst through the door.</i></p> <p>11. Begin sentence with adverb: <i>Suddenly, she heard a noise.</i></p> <p>12. Begin instruction with adverb: <i>Carefully, cut around the edges.</i></p> <p>13. Begin sentence with "feeling" adverb: <i>Sadly, we all got back on the coach.</i></p> <p>14. Exclamation punctuated correctly: <i>Oh no!</i></p> <p>15. Rhetorical question: <i>Was it a monster?</i></p> <p>16. Verb "to be" + 2 adjectives: <i>The witch was cruel and hungry.</i></p> <p>17. Begin with time connective: <i>Later, they found out what the noise was.</i></p> <p>18. Begin instruction with chronological time connective: <i>Next, collect all the items you need.</i></p> <p>19. Use commas in a list: <i>My favourite drinks are water, orange juice and apple juice.</i></p> <p>20. Use "while" in a subordinate clause: <i>They ate popcorn while they watched the film.</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i></p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don’t, can’t</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none">Finger spacesLetterWordSentenceFull stopsCapital letterQuestion markExclamation markSpeech bubbleBullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (contractions only)</p> <p>Commas for description</p> <p>‘Speech marks’</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Bossy verbs</p> <p>Tense (past, present, future)</p> <p>Adjective / noun</p> <p>Generalisers</p> <p>Adverbials (SATs)</p> <p><i>Subordinating conjunctions</i></p>

Text Structure	Sentence Construction	Sentence structures to teach	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce:</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p>	<p>Consolidate year 2 list</p>	<p>Consolidate Year 2 list</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p>	<p><u>Consolidate:</u></p>
<p>Fiction</p> <p>Secure use of planning tools:</p> <p>Story map /story mountain / story grids / ‘Boxing-up’ grid</p> <p>(Refer to Story-Type grids)</p>	<p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g.</p> <p><i>Sam was really unhappy.</i></p> <p><i>Visit the farm now.</i></p>	<p>1. Begin with adverb, action + "because" clause:</p> <p><i>Miserably, they cried because the treasure had all gone. Quickly we got into groups because we wanted to start the game.</i></p> <p>2. Begin instruction with adverb, action + subordinate clause: <i>Gently push them together before the glue dries.</i></p> <p>3. "So" used in both positions in a complex sentence:</p> <p><i>They opened the gate so they could go into the meadow below. and So she could never forget, she took one last look at the dragon.</i></p> <p>4. Adverb included in "so" complex sentence: <i>We watched the birds silently so we would not frighten them away.</i></p> <p>5. Begin with adverb, action + "so" clause: <i>Silently, he looked through the window so he could see what was going on below.</i></p> <p>6. "To" + verb used in sense of "in order to" in both positions in complex sentence: <i>Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.</i></p> <p>7. Short sentence for dramatic impact: <i>Sarah shuddered.</i></p> <p>8. List of 3 adjectives, correctly punctuated: <i>She was tired, hungry and exhausted.</i></p> <p>9. List of 3 actions: <i>He picked it up, stuffed it into his pocket and hurried towards the teacher.</i></p> <p>10. As for 8. but begin with the adjectives: <i>Lively, loud and friendly, the puppy soon cheered him up.</i></p> <p>11. 2 double adjectives in the same sentence: <i>He was a short, scruffy man carrying a battered,</i></p>	<p>Introduce:</p>	<p>Colon before a list e.g. <i>What you need:</i></p>	<p>Punctuation</p> <ul style="list-style-type: none">Finger spacesLetterWordSentenceFull stopsCapital letterQuestion markExclamation markSpeech bubble‘Speech marks’Bullet pointsApostrophe (contractions only)Commas for sentence of 3 - description
<p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g.</p> <p><i>Carefully, she crawled along the floor of the cave....</i></p> <p>Amazingly, small insects can....</p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)</p> <p><i>A few days ago, we discovered a hidden box.</i></p> <p><i>At the back of the eye, is the retina.</i></p> <p><i>In a strange way, he looked at me.</i></p>	<p>green folder.</p> <p>12. Begin sentence with "Where?" adverbial: <i>Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.</i></p> <p>13. Speech punctuated correctly before and after verb of saying: <i>"Come inside," said the old witch.</i></p> <p>The old witch said, "Come inside."</p> <p>14. Use alliteration: (and simile in this example!) <i>He crept cautiously like a cunning cat.</i></p> <p>15. Use 1 or more examples of onomatopoeia: <i>The stream gurgled and spluttered its way through the leafy forest.</i></p> <p>16. Double –ly adverb: <i>Confidently and quickly he strode into the palace.</i></p> <p>17. The more.... the more.... : <i>The more he screamed, the more frightened he became.</i></p> <p>18. Use question punctuated correctly in speech: <i>"Can you see me?" asked Sarah.</i></p> <p>19. Use exclamation punctuated correctly in speech: <i>"Remember the book!" shouted Dad.</i></p> <p>20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) : <i>It was extremely dark as they searched for the very old key.</i></p> <p>21. Begin a subordinate clause with "If" : <i>If I keep my room tidy, I will be able to find things.</i></p> <p>22. Use expanded noun phrases: <i>The boy with the sad eyes led her to the door under the old bridge.</i></p>	<p>Powerful verbs</p> <p>e.g. <i>stare, tremble, slither</i></p>	<p>Ellipses to keep the reader hanging on</p>	<p>Singular/ plural Suffix</p>
<p>Paragraphs to organise ideas into each story part</p>	<p>Compound sentences (Coordination) using connectives:</p> <p><i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p>	<p>5. Begin with adverb, action + "so" clause: <i>Silently, he looked through the window so he could see what was going on below.</i></p> <p>6. "To" + verb used in sense of "in order to" in both positions in complex sentence: <i>Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.</i></p> <p>7. Short sentence for dramatic impact: <i>Sarah shuddered.</i></p> <p>8. List of 3 adjectives, correctly punctuated: <i>She was tired, hungry and exhausted.</i></p> <p>9. List of 3 actions: <i>He picked it up, stuffed it into his pocket and hurried towards the teacher.</i></p> <p>10. As for 8. but begin with the adjectives: <i>Lively, loud and friendly, the puppy soon cheered him up.</i></p> <p>11. 2 double adjectives in the same sentence: <i>He was a short, scruffy man carrying a battered,</i></p>	<p>Boastful Language</p> <p>e.g. <i>magnificent, unbelievable, exciting!</i></p>	<p>Secure use of inverted commas for direct speech</p>	<p>Adjective / noun Verb / adverb</p>
<p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>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.</p>	<p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.)</p> <p>-‘ing’ clauses as starters e.g.</p> <p><i>Sighing, the boy finished his homework.</i></p> <p><i>Grunting, the pig lay down to sleep.</i></p>	<p>12. Begin sentence with "Where?" adverbial: <i>Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.</i></p> <p>13. Speech punctuated correctly before and after verb of saying: <i>"Come inside," said the old witch.</i></p> <p>The old witch said, "Come inside."</p> <p>14. Use alliteration: (and simile in this example!) <i>He crept cautiously like a cunning cat.</i></p> <p>15. Use 1 or more examples of onomatopoeia: <i>The stream gurgled and spluttered its way through the leafy forest.</i></p> <p>16. Double –ly adverb: <i>Confidently and quickly he strode into the palace.</i></p> <p>17. The more.... the more.... : <i>The more he screamed, the more frightened he became.</i></p> <p>18. Use question punctuated correctly in speech: <i>"Can you see me?" asked Sarah.</i></p> <p>19. Use exclamation punctuated correctly in speech: <i>"Remember the book!" shouted Dad.</i></p> <p>20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) : <i>It was extremely dark as they searched for the very old key.</i></p> <p>21. Begin a subordinate clause with "If" : <i>If I keep my room tidy, I will be able to find things.</i></p> <p>22. Use expanded noun phrases: <i>The boy with the sad eyes led her to the door under the old bridge.</i></p>	<p>More specific / technical vocabulary to add detail</p> <p>e.g.</p> <p><i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p>	<p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Bossy verbs</p> <p>Tense (past, present, future)</p> <p>Connective</p> <p>Generalisers</p>
<p>Non-Fiction</p> <p>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>	<p>Drop in a relative clause using: who/whom/which/whose/ that e.g.</p> <p><i>The girl, whom I remember, had long black hair.</i></p> <p><i>The boy, whose name is George, thinks he is very brave.</i></p> <p><i>The Clifton Suspension bridge, which was finished in 1864,is a popular tourist attraction.</i></p>	<p>12. Begin sentence with "Where?" adverbial: <i>Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.</i></p> <p>13. Speech punctuated correctly before and after verb of saying: <i>"Come inside," said the old witch.</i></p> <p>The old witch said, "Come inside."</p> <p>14. Use alliteration: (and simile in this example!) <i>He crept cautiously like a cunning cat.</i></p> <p>15. Use 1 or more examples of onomatopoeia: <i>The stream gurgled and spluttered its way through the leafy forest.</i></p> <p>16. Double –ly adverb: <i>Confidently and quickly he strode into the palace.</i></p> <p>17. The more.... the more.... : <i>The more he screamed, the more frightened he became.</i></p> <p>18. Use question punctuated correctly in speech: <i>"Can you see me?" asked Sarah.</i></p> <p>19. Use exclamation punctuated correctly in speech: <i>"Remember the book!" shouted Dad.</i></p> <p>20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) : <i>It was extremely dark as they searched for the very old key.</i></p> <p>21. Begin a subordinate clause with "If" : <i>If I keep my room tidy, I will be able to find things.</i></p> <p>22. Use expanded noun phrases: <i>The boy with the sad eyes led her to the door under the old bridge.</i></p>	<p>Nouns formed from prefixes</p> <p>e.g. <i>auto... super...anti...</i></p>	<p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Simile – ‘as’/ ‘like’</p>
<p>Introduce:</p> <p>Secure use of planning tools:</p> <p>e.g. Text map, washing line, ‘Boxing –up’ grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction</p> <p>Develop hook to introduce and tempt reader in e.g.</p> <p><i>Who.....? What.....?</i></p> <p><i>Where.....?</i></p> <p><i>Why.....? When.....? How.....?</i></p> <p>Middle Section(s)</p> <p>Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending</p> <p>response</p> <p>reminders e.g. Information boxes/ Five Amazing Facts</p> <p>Wow comment</p>	<p>Sentence of 3 for description e.g.</p> <p><i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p>	<p>12. Begin sentence with "Where?" adverbial: <i>Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.</i></p> <p>13. Speech punctuated correctly before and after verb of saying: <i>"Come inside," said the old witch.</i></p> <p>The old witch said, "Come inside."</p> <p>14. Use alliteration: (and simile in this example!) <i>He crept cautiously like a cunning cat.</i></p> <p>15. Use 1 or more examples of onomatopoeia: <i>The stream gurgled and spluttered its way through the leafy forest.</i></p> <p>16. Double –ly adverb: <i>Confidently and quickly he strode into the palace.</i></p> <p>17. The more.... the more.... : <i>The more he screamed, the more frightened he became.</i></p> <p>18. Use question punctuated correctly in speech: <i>"Can you see me?" asked Sarah.</i></p> <p>19. Use exclamation punctuated correctly in speech: <i>"Remember the book!" shouted Dad.</i></p> <p>20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) : <i>It was extremely dark as they searched for the very old key.</i></p> <p>21. Begin a subordinate clause with "If" : <i>If I keep my room tidy, I will be able to find things.</i></p> <p>22. Use expanded noun phrases: <i>The boy with the sad eyes led her to the door under the old bridge.</i></p>	<p>Word Families based on common words</p> <p>e.g. <i>teacher –teach, beauty – beautiful</i></p>	<p>Secure use of inverted commas for direct speech</p>	<p>Introduce:</p> <ul style="list-style-type: none">Word familyConjunctionCoordinating conjunctionSubordinating conjunctionAdverbPrepositionDirect speechPrefixSuffixconsonant letter vowelvowel letterinverted commas (or ‘speech marks’)ClauseSubordinate clause<u>Determiner</u><u>Synonyms</u><u>Relative clause</u><u>Relative pronoun</u><u>Imperative</u>Colon for instructions
<p>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.</p>	<p>Pattern of 3 for persuasion e.g.</p> <p><i>Visit, Swim, Enjoy!</i></p>	<p>Topic sentences to introduce non-fiction paragraphs e.g.</p> <p><i>Dragons are found across the world.</i></p> <p><u>Dialogue –powerful speech verb</u></p> <p>e.g. <i>“Hello,” she whispered.</i></p>	<p>Use of determiners a or an according to whether next word begins with a vowel</p> <p>e.g. <i>a rock, an open box</i></p>	<p>Secure use of inverted commas for direct speech</p>	

Text Structure	Sentence Construction	Sentence structures to teach	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>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</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>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></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-‘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></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>	<p>Consolidate year 3 list</p> <p>1. Prepositional phrase used to describe a thing or person + how adverb + "Where?" adverbial: <i>The girl with the red hair laughed loudly in the garden.</i> 2. Descriptive phrase separated with a pair of commas: <i>The book, wrapped in shiny paper, lay unnoticed on the table.</i> 3. A "How?" adverbial (especially to describe feelings) <i>The sad boy cried in despair.</i> 4. Two adjectives (separated by commas) before a noun + "How?" adverb + where adverbial: <i>The confused, angry teacher stomped angrily into the office.</i> 5. Prepositional descriptive phrase + look / seem/ sound + 2 adjectives: <i>The plant with no light looked yellow and unhealthy.</i> 6. Two simultaneous clauses joined by "as": <i>The mighty oak shuddered as the thunder roared.</i> 7. Complex sentence with comparison beginning "as if": <i>They ran as if they were running for their lives.</i> 8. Complex sentence beginning with –ing verb + comma after subordinate clause: <i>Laughing crazily, the witch followed them through the dusty woods.</i> 9. Begin with –ing verb + comma+ 2 alliterating verbs: <i>Sighing loudly, John stood and stared.</i> 10. –Ing verb beginning + comma + "How?" and "Where?" adverbials: <i>Buzzing loudly, the bee flies furiously from flower to flower.</i> 11. Three actions+ correct comma: <i>The dog sniffed the shoe, dug a hole and quickly buried it.</i> 12. Descriptive phrase separated by pair of commas: <i>Harry, my mum’s friend, is a postman.</i> 13. Embedded clause describing person + 2 commas: <i>The man, who had a mean smile, stared at them.</i> 14. Embedded clause describing thing + 2 commas: <i>The volcano, which had recently erupted, was still smouldering.</i> 15. Embedded clause describing place + 2 commas: <i>The playground, where most of our games take place, is not big enough.</i> 16. –Ing verb opener + comma + saw / noticed / heard + noun followed by -ing verb clause: <i>Glancing up at the sound, she noticed a strange face staring at her.</i> 17. Use of names and specific nouns: <i>Pedro the over-sized poodle ate his favourite beef biscuits.</i> 18. Confident use of "How?" "Where?" and "When?" adverbials + combining them + changing order: <i>At last they sat down. They sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.</i> 19. Colon to introduce a list: <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i> 20. Apply colon and list to description: <i>This is what he could see: trees, statues, huts and a few horses.</i> 21. List of questions: <i>Why were the Romans such good soldiers? And builders? And craftspeople?</i> 23. Use persuasive sentence openers: <i>Surely it is obvious that.... Most sensible people think that...</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none">Finger spacesLetterWordSentenceFull stopsCapital letterQuestion markExclamation markSpeech bubble‘Speech marks’Direct speechInverted commasBullet pointsApostrophe (contractions only)Commas for sentence of 3 – description, action <div><ul style="list-style-type: none">Coordinating conjunctionSubordinating conjunction</div> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none">PronounPossessive pronounAdverbialFronted adverbialApostrophe – possessiondeterminer

Text Structure	Sentence Construction	Sentence structures to teach	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>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 forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Consolidate year 4 list</p> <p>A pair of adjectives separated from rest of sentence by commas: <i>The children, tired and hungry, stumbled to the door.</i> 2. Begin the sentence with pair of adjectives: <i>Tired and hungry, the children stumbled to the door.</i> 3. Start sentence with past tense –ing verb: <i>Having started the investigation, we needed to finish it.</i> 4. As in 3. but using imperative: <i>Having designed your chair, make a list of what you will need.</i> 5. Begin with prepositional phrase + comma: <i>With a large shovel, he began to clear away the snow. With a look of radiant happiness, she opened the door to the garden.</i> 6. As in 5. but using imperative: <i>With an old pen, scratch your design carefully onto the polystyrene.</i> 7. Superlative phrase describes subject of sentence + 2 commas: <i>Stig, the largest of the three pups, was the most mischievous.</i> 8. Begin or end with "like" simile: <i>Like a huge golden coin in the sky, the sun beamed down on the old farmhouse. The sun beamed down on the old farmhouse like a huge golden coin in the sky.</i> 9. Develop description of items in the list following a colon: <i>This is what they saw: golden sand, rows of deck chairs, crowds of people and one monstrous seagull.</i> 10. Begin with past participle of verb + comma at end of subordinate clause: <i>Surrounded by forest, there seemed no hope of escape.</i> 11. Begin with adjective + comma (especially feelings): <i>Stunned, he could think of nothing to say.</i> 12. Speech and action show character's feelings + comma: <i>"Terrible!" said Asif, laughing at his dad.</i> 13. Sentence ends with –ing clause + comma before it: <i>The sad old man shuffled slowly into the shop, carrying a battered old suitcase.</i> 14. "When?" "How?" and "Where?" adverbials + 2 adjectives separated by comma: <i>Five minutes later, the crumbling, dilapidated building exploded loudly into the air.</i> 15. Use range of conjunctions at start of and in middle of sentence + comma after subordinate clause at start of sentence: <i>Until he looked carefully, he could not work out the puzzle. It could be dangerous if they did not take action soon.</i> 16. Reported speech with correct tenses: <i>The teacher said that he wanted to speak to the whole class.</i> 17. Impersonal verbs: <i>It is thought that the whole species is now extinct.</i> 18. Extend a simile (Where? When?): <i>He was as proud as a king being crowned in a golden cathedral.</i> 19. Two sentences – the 1st tells what's happening on the outside; the 2nd (in brackets) tells the inside story: <i>She smiled bravely at Adam's suggestion. (But inside she felt doubtful and afraid.)</i> 20. Adjective – adjective + reason: <i>The man was grumpy – grumpy because the children kept asking him questions.</i> 21. Use personification to describe the weather: <i>The wind whispered messages of fear. The drizzle hugged him in a soggy cuddle.</i> 22. Use metaphors in description: <i>Her thoughts were a deep muddy pool of despair.</i> 23. Use a range of connectives to link / contrast ideas: <i>Therefore, most people wear lighter clothes in summer. On the other hand, it is possible to disagree with this opinion.</i> 24. Provide the answer after the colon: <i>The answer was obvious: send for Simon! There is an easy solution to this: provide more rubbish bins.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none">Letter/ WordSentenceFull stops/ CapitalsQuestion markExclamation mark‘Speech marks’Direct speechInverted commasBullet pointsApostrophe contractions/ possessionCommas for sentence of 3 – description, actionColon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb Bossy vbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none">Relative pronounRelative clausesModal verbParenthesisBracketdashDeterminerCohesionAmbiguityMetaphorPersonificationOnomatopoeiaRhetorical questionTense: present and past progression

Text Structure	Sentence Construction	Word Structure / Language	Sentence structures to teach	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>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</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>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</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>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>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>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>)</p>	<p>Consolidate year 6</p> <p>Embedded –ing clause + pair of commas: <i>Sasha, hoping to meet him again, had returned to the library.</i> 2. Embedded past participle clause + pair of commas: <i>Tom, beaten by his old enemy, was feeling humiliated and tired.</i> 3. Passive verb: <i>The phones had been confiscated and locked away by the Year 6 teacher.</i> 4. Passive verb without agent: <i>The book had been badly damaged.</i> 5. If ... clause + comma + conditional verb: <i>If everyone saved a little money, it would soon make a difference.</i> 6. As for 5. but past tense: <i>If only she had known what to expect, she would have worn something different.</i> 7. Conditional as above but starting with "had": <i>Had they known how hard it would be, they would have never started the climb.</i> 8. –Ing verb in 1st clause, impersonal verb in 2nd: <i>Weighing up all the evidence, it can be seen that school uniform is a good idea.</i> 9. Further develop list description. semi-colon separates long items in a list: <i>This is what she saw on the table: a rusty iron box with broken hinges; a pile of hand- written documents; an opened bottle of red wine and a bowl of mouldy cherries.</i> 10. Begin adjective + preposition + subordinate clause: <i>Astounded at what had happened, they immediately decided to give up.</i> 11. Open with developed phrase describing subject of main clause: <i>Thought to be the first of its kind in the world, this machine eliminates the need for eating.</i> 12. So + adjective + that + exaggeration: <i>He was so evil that even vampires shrank away in fear.</i> 13. As in 12 but developed: <i>When baby Arabella cried, her piercing shrieks and sobs were so deafening that people living four streets away could not hear their television.</i> 14. More than one subordinate clause, + "no matter...": <i>Joining the two pieces together, he realised (that) the plate would never be the same again, no matter how hard he tried.</i> 15. Use a further range of conjunctions in subordinate clauses e.g. although, even if, whereas, despite the fact that, rather than, instead of 16. Indirect question: <i>Alison asked whether they had heard the noise.</i> 17. Indirect question with future conditional: <i>She wondered whether they would be going to the play.</i> 18. Two short closely connected main clauses separated by semi-colon: <i>The door opened; a stranger walked in.</i> 19. Begin with 2 pairs of adjectives: <i>Quiet and thoughtful, hopeful yet anxious, she made her way upstairs.</i> 20. The second main clause (after the colon) gives information about the first. The 1st clause describes; the second gives detail: <i>Gnortown was a dreadful place: everything was grey and no-one ever smiled.</i> 21. In the 2nd main clause (after the colon), the writer gives the reader some information about the story: <i>He wondered how long he could continue like this: he did not know he would be alone for another two days.</i> 22. Start with a noun + dash+ character's feelings: <i>Worms – she had hated them for as long as she could remember.</i> 23. Three "if" clauses: <i>If she hadn't argued with her mother, if she hadn't lost the money, if Rose hadn't cancelled her visit, she might have been smiling today.</i> 24. List of 3 + dash + question: <i>Rain, snow, drought – which of these causes the most damage?</i> 25. Use a semi-colon to balance two contrasting ideas: <i>On the left was an old fortress; on the right a ramshackle cottage. Some people think that homework is essential; others say it is pointless.</i> 26. Use paired conjunctions – not only.. but also.. / both.... and.... / neither... nor.... / either.... or.... / : <i>Not only is this idea expensive, it is also giving young people the wrong idea. This story is both boring and badly spelt.</i> 27. Use inverted commas to emphasise irony: <i>Our "star" prize turned out to be an ugly leather bag.</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none">• Letter/ Word• Sentence• Full stops/ Capitals• Question mark• Exclamation mark• ‘Speech marks’• Direct speech• Indirect speech• Inverted commas• Bullet points• Apostrophe contractions/ possession• Commas for sentence of 3 – description, action• Colon – instructions• Parenthesis• Bracket- dash• Tense: present and past progressive <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’ / ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none">• Active and passive voice• Subject and object• Hyphen• Synonym / antonym• ellipsis• Colon/ semi-colon• hyphen• Bullet points• Subjunctive

