## 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:	Introduce:		Introduce:	Introduce:	Introduce:
Planning Tool –Story map /story mountain	Simple sentences	1. Subject + verb: The dog barked.	Determiners	Finger spaces	Finger spaces
			the		
Whole class retelling of story	Simple Connectives:	2. subject + verb + place adverbial : Emma and Jon went to	а	Full stops	Letter
	and	the shops.	my		
Understanding of beginning/ middle / end	who		your	Capital letters	Word
	until	<ol><li>repetition of verb for effect: Sally ran and ran.</li></ol>	an		
Retell simple 5-part story:	but		this		Sentence
Once upon a time			that		
First / Then / Next	Say a sentence, write and read it		his		Full stops
But	back to check it makes sense.	4. Use of "feeling" words: (adjectives) Jenny is happy	her		
So			their		Capital letter
Finally,happily ever after	Compound sentences using	<ol><li>"like" + activity: We like reading the story.</li></ol>	some		
	connectives (coordinating		all		Simile – 'like'
Non-fiction:	conjunctions)	6. "can" + verb + adverb: I can run fast.			
Factual writing closely linked to a story	and / but		Prepositions:		
	-'ly' openers	7. verb "to be" + adjective: My bag is yellow.	ир		
Simple factual sentences based around a	Luckily / Unfortunately,		down		
theme		8. 2 nouns joined by "and": We saw houses and cars.	in		
Names	'Run' - Repetition for rhythm:		into		
Labels	e.g.		out		
Captions	He walked and he walked		to		
Lists	Repetition in description e.g.		onto		
Diagrams	a lean cat, a mean cat		Adjectives e.g. old, little, big, small, quiet		
Message			Adverbs e.g. luckily, unfortunately, fortunately		
			Similes – using 'like'		



Text Structure	Sentence Construction	Sentence structures to teach	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate:
·	(See Connectives and Sentence Signposts	·	·	_	
Introduce:	doc.)	1. subject + verb + adverbial: The dog barked at the	Introduce:	Introduce:	Finger spaces
	Introduce:	children.	Prepositions:	Capital Letters:	
Fiction:	Types of sentences:	2. repetition of verb + adverbial: Sally ran and ran all the	inside	Capital letter for names	Letter
Planning Tools, Story man / story	Statements	way home.	outside	Canital latter for the	Word
Planning Tools: Story map / story mountain	Questions Exclamations	<b>3. "like" + activity + adverbial:</b> We like throwing the balls in the bucket.	towards across	Capital letter for the personal pronoun I	word
(Refer to Story-Type grids)	Excidinations	4. "saw" + noun + activity: We saw Mr Lane sweeping the	under	personal pronoun i	Sentence
(Neter to story Type grids)	Simple Connectives:	leaves.	diaci	Full stops	Sentence
Plan opening around character(s),	and	5. Subject performs 2 actions joined by "and" (subject	Determiners:	1 5 255 [25	Full stops
setting, time of day and type of weather	or	not repeated): Mum opened the box and took out the	the a my your an this that his her	Question marks	
	but	teddy.	their some all lots of many more those		Capital letter
Understanding - beginning /middle	so	6. 2 main clauses in contrast to one another, joined by	these	Exclamation marks	
/end to a story	because	"and": The cow is big and the mouse is small.			Simile – 'like'
<b>Understanding</b> - 5 parts to a story:	so that	7. Repetition of auxiliary verb for emphasis: Polly didn't	Adjectives to describe	Speech bubble	
Opening	then that	sit down and she didn't eat her lunch.	e.g. The <b>old</b> house The <b>huge</b> elephant	Bullet points	
Once upon a time	while	8. 2 main clauses in contrast to one another, joined by	The <b>huge</b> elephane	bullet politis	
once apon a time	when	"but": The sun was hot but the sea was cold.	Alliteration		
Build-up	where	9. 2 main clauses providing options, joined by "or": You	e.g. dangerous dragon		
One day	Also as openers:	can comb it or you can brush it.	slimy snake		
	While	10. "must" governing 2 main clauses (subject not			
Problem / Dilemma	When	repeated: You must clean your teeth and eat some fruit.	Similes using asas		
Suddenly,/ Unfortunately,	Where	11. A question, correctly punctuated: Is the bird hungry?	e.g. as tall as a house		
Basalutian	-'ly' openers	12. An exclamation correctly punctuated: Run! Ouch!	as red as a radish		
Resolution Fortunately,	Fortunately,Unfortunately, Sadly, Simple sentences e.g.	Help!  13. Compound sentence using "so": Mum was busy so I			
Fortunately,	I went to the park.	played with my toys.	Precise, clear language to give information		Introduce:
Ending	The castle is haunted.	<b>14. Start with time adverbial:</b> In the afternoon we went to	e.g.		<u></u>
Finally,	Embellished simple sentences using	my cousin's house. Next, he cut it out.	First, switch on the red button.		Punctuation
	adjectives e.g.	15. Start with a place adverbial: In the garden he saw an	Next, wait for the green light to flash		
	The giant had an enormous beard.	old man.			Question mark
	Red squirrels enjoy eating delicious nuts.	16. Traditional story language: Once upon a time			
		17. Begin with imperative verb: Underline the correct			Exclamation mark
Non-fiction: (Refer to Connectives and Sentence	Compound sentences using connectives	word.	Regular plural noun suffixes –s or –es		Speech bubble
Signposts document for Introduction	(coordinating conjunctions) and/or/ but/so e.g.		(e.g. dog, dogs; wish, wishes)		Speech bubble
and Endings)	The children played on the swings <b>and</b> slid		Suffixes that can be added to verbs (e.g.		Bullet points
	down the slide.		helping, helped, helper)		
Planning tools:	Spiders can be small <b>or</b> they can be large.				Singular/ plural
text map / washing line	Charlie hid <b>but</b> Sally found him.		How the <b>prefix</b> un– changes the meaning of		
l	It was raining <b>so</b> they put on their coats.		verbs and adjectives		Adjective
Heading			(negation, e.g. unkind, or undoing, e.g. untie		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
Introduction	Complex sentences:		the boat)		Verb
Introduction Opening factual statement	Use of 'who' (relative clause)				Connective
Opening factual statement	e.g. Once upon a time there was a little old				Connective
Middle section(s)	woman <b>who</b> lived in a forest.				Alliteration
Simple factual sentences around a <i>them</i>	There are many children <b>who</b> like to eat				
	ice cream.				Simile – 'as'
Bullet points for instructions					
1	'Run' - Repetition for rhythm e.g.				
Labelled diagrams	He walked and he walked and he walked.				
Ending	Repetition for description				
Concluding sentence	e.g.				
	a lean cat, a mean cat				
	a green dragon, a fiery dragon				

Text Structure	Sentence Construction	Sentence structures to teach	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list	Consolidate Year 1 list	Consolidate year 1 list	Consolidate Year 1 list	Consolidate Year 1 list	Consolidate:
ntroduce:	Introduce:	When" introduces a complex sentence: When she	Introduce:	Introduce:	
	(See Connectives and Sentence	saw the cat, she laughed out loud.			Punctuation
iction	Signposts doc.)	2. "When" used in middle position of complex	Prepositions:	Demarcate sentences:	<ul> <li>Finger spaces</li> </ul>
ecure use of planning tools: Story map / story		sentence: She laughed out loud when she saw the cat.	behind above along before between	Capital letters	• Letter
nountain / story grids/ 'Boxing-up' grid	Types of sentences:	3. As above, but with imperative verbs: When you	after	Capital letters	Word
Refer to Story Types grids)	Statements	have finished, leave it to dry.	ujte.	Full stops	
	Questions	or Leave it to dry when you have finished.	Alliteration	Tuli stops	• Sentence
lan opening around character(s), setting, time of day	Exclamations	1		Ouestien marks	Full stops
nd type of weather	Commands	4. 2 adjectives before a noun – include comma: She	e.g. wicked witch	Question marks	Capital letter
Independent Computer to a stage, with many compular	(h.) atautaua	showed them an ancient, wrinkled piece of leather.	slimy slugs	l	<ul> <li>Question mark</li> </ul>
nderstanding 5 parts to a story with more complex ocabulary	-'ly' starters e.g. Usually, Eventually, Finally,	5. "Before" used in both positions in a complex		Exclamation marks	<ul> <li>Exclamation mark</li> </ul>
ocabulary	Carefully, Slowly,	<b>sentence</b> : Before we sat down, we looked at the seat.	Similes usinglike		Speech bubble
pening e.g.	Curejully, Slowly,	or We looked at the seat before we sat down.	e.g.	<b>Commas</b> to separate items	Bullet points
a land far away	Vary openers to sentences	6. "After" used in both positions in a complex	like sizzling sausages	in a list	Dance points
ne cold but bright morning	vary openers to sentences	<b>sentence:</b> After we sang the song, we played games.	hot like a fire		Singular/ plural
uild-up e.g.	Embellished simple sentences using:	or We played games after we sang the song.		Comma after –ly opener	Siligular/ plurar
ater that day	adjectives e.g. The boys peeped inside	7. "Because" used in both positions in a complex	Two adjectives to describe the noun	e.g. Fortunately,Slowly,	Adiantica
roblem / Dilemma e.g.	the dark cave.	sentence: He started to cry because he couldn't find	e.g.		Adjective
o his amazement	adverbs e.g. Tom ran quickly down the	his	The scary, old woman	Speech bubbles /speech	Verb
esolution e.g.	hill.	dog. or Because he couldn't find his dog, he started to	Squirrels have long, bushy tails.	marks for direct speech	Connective
s soon as		cry.	Squirters have long, bushy tuns.	Implicitly understand	Alliteration
nding e.g.	Secure use of compound sentences	8. "As soon as" used in both positions in a complex	Adverbs for description	how to change from	Simile – 'as'/ 'like'
uckily, Fortunately,	(Coordination) using connectives:		·	indirect speech to direct	
	and/or/but/so	sentence: As soon as they saw Mum, they started to	e.g.	speech	
nding should be a section rather than one final	(coordinating conjunctions)	smile. and They started to smile as soon as they saw	Snow fell gently and covered the cottage in	Speecii	
entence e.g. suggest how the main character is		Mum.	the wood.		
eeling in the final situation.	Complex sentences (Subordination)	9. Simile: The king was as proud as a peacock.		Amastus ubsects menule	
	using:	10. Begin sentence with a simile: As angry as a storm,	Adverbs for information e.g.	Apostrophes to mark	Introduce:
	Drop in a relative clause:	the king burst through the door.	Lift the pot carefully onto the tray.	contracted forms in spelling	miroudec:
	who/which e.g.	11. Begin sentence with adverb: Suddenly, she heard	The river quickly flooded the town.	e.g. don't, can't	Apostrophe (contractions
Ion-Fiction	Sam, <b>who</b> was lost, sat down and cried.	a noise.			
Refer to Connectives and Sentence Signposts		12. Begin instruction with adverb: Carefully, cut	Generalisers for information, e.g.		only)
ocument for Introduction and Endings)	The Vikings, <b>who</b> came from Scandinavia,	around the edges.	Most dogs		
	invaded Scotland.	13. Begin sentence with "feeling" adverb: Sadly, we	Some cats		Commas for description
ntroduce:	The Circuit Landon subtable standard in	all got back on the coach.			
ecure use of planning tools: Text map / washing line	The Fire of London, which started in	14. Exclamation punctuated correctly: Oh no!	Formation of <b>nouns</b> using <b>suffixes</b> such as –		'Speech marks'
'Boxing –up' grid ntroduction:	Pudding Lane, spread quickly.	15. Rhetorical question: Was it a monster?	ness, –er		
eading	Additional subordinating conjunctions:	·	11635, —61		Suffix
ook to engage reader	what/while/when/where/ because/	16. Verb "to be" + 2 adjectives: The witch was cruel			
actual statement / definition	then/so that/ if/to/until	and hungry.			Verb / adverb
pening question	e.g. <b>While</b> the animals were munching	17. Begin with time connective: Later, they found out	Formation of adjectives		
permig question	breakfast, two visitors arrived	what the noise was.			Bossy verbs
Niddle section(s)	During the Autumn, <b>when</b> the weather is	18. Begin instruction with chronological time	using <b>suffixes</b> such as -ful, -less		,
Group related ideas / facts into sections	cold, the leaves fall off the trees.	connective: Next, collect all the items you need.			Tense (past, present, futur
ub headings to introduce sentences /sections	3, 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	19. Use commas in a list: My favourite drinks are	(A fuller list of <b>suffixes</b> can be found in the		rense (pase) present, rata.
se of lists – what is needed / lists of steps to be taken	Use long and short sentences:	water, orange juice and apple juice.	spelling appendix.)		Adjective / noun
ullet points for facts Diagrams	Long sentences to add description or	20. Use "while" in a subordinate clause: They ate			Adjective / Houri
nding Make final	information. Use short sentences for	popcorn while they watched the film.	Use of the <b>suffixes</b> –er and –est to form		Cananaliaana
	emphasis.	· · ·	comparisons of adjectives and adverbs		Generalisers
omment to reader Extra tips! /			,		
id-you-know? facts / True or false?	Expanded noun phrases				Adverbials (SATs)
ha anadahan kara at	e.g. lots of people, plenty of food				
he consistent use of <b>present tense</b> versus <b>past tense</b>					Subordinating
nroughout texts	List of 3 for description				conjunctions
les of the continuous form of works in the masses	e.g. He wore old shoes, a dark cloak and				
se of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b>	a red hat.				
nd past tense to mark actions in progress (e.g. she is frumming, he was shouting)					
rumming, he was shouting)	African elephants have long trunks, curly				
	tusks and large ears.				

Text Structure	Sentence Construction	Sentence structures to teach	Word / Language	Punctuation	Terminology
Consolidate Year 2 list	Consolidate Year 2 list	Consolidate year 2 list	Consolidate Year 2 list	Consolidate Year 2 list	Consolidate:
Introduce:	Introduce:			Introduce:	
	l.,	1. Begin with adverb, action + "because" clause:	Introduce:		Punctuation
Fiction	Vary long and short sentences:	Miserably, they cried because the treasure had all		Colon before a list e.g. What	<ul> <li>Finger spaces</li> </ul>
Secure use of planning tools:	Long sentences to add description or	gone. Quickly we got into groups because we	Prepositions	you need:	• Letter
Story map /story mountain / story grids /	information.	wanted to start the game.	Next to by the side of		Word
'Boxing-up' grid	Short sentences for emphasis and	2. Begin instruction with adverb, action + subordinate	In front of during through	Ellipses to keep the reader	Sentence
(Refer to Story-Type grids)	making key points e.g.	clause: Gently push them together before the glue dries.  3. "So" used in both positions in a complex sentence:	throughout because of	hanging on	
(Neter to Story Type grids)	Sam was really unhappy. Visit the farm now.	They opened the gate so they could go into the meadow	timoughout because of	Transfing on	• Full stops
Plan ananing around character(s) setting time	Visit the jurni now.	below. and So she could never forget, she took one last	Powerful verbs	Secure use of inverted commas	Capital letter
Plan opening around character(s), setting, time	Embellished simple sentences:	look at the dragon.			Question mark
of day and type of weather	Adverb starters to add detail e.g.	4. Adverb included in "so" complex sentence: We	e.g. stare, tremble, slither	for direct speech	<ul> <li>Exclamation mark</li> </ul>
	Carefully, she crawled along the floor of	watched the birds silently so we would not frighten them			Speech bubble
Paragraphs to organise ideas into each story part	the cave	away.	Boastful Language	Use of commas after <b>fronted</b>	'Speech marks'
	Amazingly, small insects can	5. Begin with adverb, action + "so" clause: Silently, he	e.g. magnificent, unbelievable,	adverbials (e.g. Later that day, I	Bullet points
<b>Extended vocabulary</b> to introduce 5 story parts:	Adverbial phrases used as a 'where',	looked through the window so he could see what was	exciting!	heard the bad news.)	Apostrophe (contractions only)
Introduction –should include detailed	'when' or 'how' starter (fronted	going on below.			Commas for sentence of 3 -
description of setting or characters	adverbials)	6. "To" + verb used in sense of "in order to" in both	More specific / technical		
<b>Build-up</b> –build in some suspense towards the	A few days ago, we discovered a hidden	positions in complex sentence: Carefully we opened the	vocabulary to add detail		description
problem or dilemma	box.	box to see what was inside. and To make the puppet, we	e.g.		
Problem / Dilemma –include detail of actions /	At the back of the eye, is the retina.	needed an old sock, some stuffing and some string.	A few dragons of this variety can		
dialogue	In a strange way, he looked at me.	7. Short sentence for dramatic impact: Sarah shuddered.	breathe on any creature and turn it		Singular/ plural
<b>Resolution</b> - should link with the problem		8. List of 3 adjectives, correctly punctuated: She was tired,	to stone immediately.		Suffix
Ending – clear ending should link back to the	Compound sentences (Coordination)	hungry and exhausted.	to stone immediately.		
start, show how the character is feeling, how the	using connectives:	9. List of 3 actions: He picked it up, stuffed it into his	Drops of rain pounded on the		Adjective / noun
character or situation has changed from the	and/or/but/so/for/nor/yet	pocket and hurried towards the teacher.	corrugated, tin roof.		Verb / adverb
_	(coordinating conjunctions)	10. As for 8. but begin with the adjectives: Lively, loud and	Corrugatea, tin rooj.		
beginning.		friendly, the puppy soon cheered him up.			Bossy verbs
	Develop complex sentences	11. 2 double adjectives in the same sentence: He was a	Nouns formed from prefixes		Tense (past, present, future)
Non-Fiction	(Subordination) with range of	short, scruffy man carrying a battered,	e.g. auto superanti		Connective
(Refer to Connectives and Sentence Signposts	subordinating conjunctions	areas folder			Generalisers
document for Introduction and Endings)	(See Connectives and Sentence	green folder.	Word Families based on common		Generalisers
	Signposts doc.) -'ing' clauses as starters e.g.	<b>12. Begin sentence with "Where?" adverbial:</b> Down in the meadows, the sun shone brightly. Through the lens	words		Alliteration
Introduce:	Sighing, the boy finished his homework.	everything looks much bigger.	e.g. teacher –teach,		
Secure use of planning tools:	Grunting, the pig lay down to sleep.	13. Speech punctuated correctly before and after verb of	beauty – beautiful		Simile – 'as'/ 'like'
e.g. Text map, washing line, 'Boxing -up' grid,	Granting, the pig lay down to sleep.	saying: "Come inside," said the old witch.			
story grids	Drop in a relative clause using:	The old witch said, "Come inside."			
Paragraphs to organise ideas around a theme	who/whom/which/whose/	14. Use alliteration: (and simile in this example!) He crept	Use of determiners a or an		Introduce:
Introduction	that e.g.	cautiously like a cunning cat.	according to whether next word		Word family
Develop hook to introduce and tempt reader in	The girl, <b>whom</b> I remember,	15. Use 1 or more examples of onomatopoeia: The	begins with a vowel		<ul> <li>Conjunction</li> </ul>
	had long black hair.	stream gurgled and spluttered its way through the leafy	e.g. a rock, an open box		<ul> <li>Coordinating conjunction</li> </ul>
3	The boy, <b>whose</b> name is George, thinks	forest.	e.g. a rock, an open box		<ul> <li>Subordinating conjunction</li> </ul>
Where?	he is very brave.	<b>16. Double –ly adverb:</b> Confidently and quickly he strode			Adverb
Why? When?	The Clifton Suspension bridge, <b>which</b> was	into the palace.			Preposition
Middle Section(s)	finished in 1864,is a popular tourist	17. The more the more : The more he screamed, the			I -
Group related ideas /facts into paragraphs	attraction.	more frightened he became.			Direct speech
Sub headings to introduce sections / paragraphs		18. Use question punctuated correctly in speech: "Can			• Prefix
Topic sentences to introduce paragraphs	Sentence of 3 for description e.g.	you see me?" asked Sarah.			Suffix
Lists of steps to be taken	The cottage was almost invisible, hiding	19. Use exclamation punctuated correctly in speech:			<ul> <li>consonant letter vowel</li> </ul>
Bullet points for facts Flow	under a thick layer of snow and glistening	"Remember the book!" shouted Dad.			<ul> <li>vowel letter</li> </ul>
·	in the sunlight.	20. Use adverbs to qualify adjectives (very / really /			<ul> <li>inverted commas (or 'speech</li> </ul>
diagram	Rainbow dragons are covered with	extremely / quite etc): It was extremely dark as they			marks')
<b>Develop Ending</b> Personal	many different coloured scales, have	searched for the very old key.			• Clause
response Extra information /	enormous, red eyes and swim on the	21. Begin a subordinate clause with "If": If I keep my			Subordinate clause
reminders e.g. Information boxes/ Five Amazing	surface of the water.	room tidy, I will be able to find things.			
Facts Wow comment	Pattern of 3 for nersussian a s	22. Use expanded noun phrases: The boy with the sad			• <u>Determiner</u>
1 det3 VVOW COMMENT	Pattern of 3 for persuasion e.g.	eyes led her to the door under			• <u>Synonyms</u>
Hea of the perfect form of works to make	Visit, Swim, Enjoy!	the old bridge.			Relative clause
Use of the perfect form of verbs to mark	Topic sentences to introduce non-fiction				<ul> <li>Relative pronoun</li> </ul>
relationships of time and cause e.g. I have	paragraphs e.g.				• <u>Imperative</u>
		1		1	·
written it down so I can check what it said.					<ul> <li>Colon for instructions</li> </ul>
written it down so I can check what it said.	Dragons are found across the world.  Dialogue –powerful speech verb				Colon for instructions



Text Structure	Sentence Construction	Sentence structures to teach	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list	Consolidate Year 3 list	Consolidate year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate:
Introduce:	Introduce:		Introduce:	Introduce:	Punctuation
Secure use of planning tools: e.g. story	Long and short sentences:	1. Prepositional phrase used to describe a thing or	Prepositions	Commas to mark clauses	
map /story mountain /story grids	Long sentences to enhance description or	person + how adverb + "Where?" adverbial: The girl	l -	Commas to mark clauses	Finger spaces
/'Boxing-up' grids	information	with the red hair laughed loudly in the garden.	at underneath since towards	Full manaturation for diseast and sale.	• Letter
(Refer to Story Types grids)		2. Descriptive phrase separated with a pair of commas:	beneath beyond	Full punctuation for direct speech:	Word
	Short sentences to move events on quickly	The book, wrapped in shiny paper, lay unnoticed on the	Conditionals sould should would	Each new speaker on a new line	• Sentence
Plan opening using:	e.g. It was midnight.	table.	Conditionals - could, should, would	Comma between direct speech and	Full stops
Description /action	It's great fun.	3. A "How?" adverbial (especially to describe feelings)	Commonstive and supplieding	reporting clause e.g. "It's late,"	Capital letter
Paragraphs:	Start with a simile	The sad boy cried in despair.	Comparative and superlative	gasped Cinderella!	Question mark
to organise each part of story	e.g. As curved as a ball, the moon shone	4. Two adjectives (separated by commas) before a noun	adjectives e.g. smallsmallersmallest	Apostrophes to mark singular and	Exclamation mark
	brightly in the night sky.	+ "How?" adverb + where adverbial: The confused, angry	_		Speech bubble
to indicate a change in place or jump	Like a wailing cat, the ambulance screamed	teacher stomped angrily into the office.	goodbetterbest	plural possession	<ul> <li>'Speech marks'</li> </ul>
in time	down the road.	5. Prepositional descriptive phrase + look / seem/ sound	Duaman manna mafana ta a mantianlar	(e.g. the girl's name, the boys' boots)	Direct speech
Build in suspense writing to introduce		+ 2 adjectives: The plant with no light looked yellow and	<b>Proper nouns</b> -refers to a particular		Inverted commas
the dilemma	Secure use of simple / embellished simple	unhealthy.	person or thing		Bullet points
the dilemma	sentences	6. Two simultaneous clauses joined by "as": The mighty	e.g. Monday, Jessica, October,		Apostrophe (contractions only)
Developed 5 parts to story	Common of a management and	oak shuddered as the thunder roared.	England		Commas for sentence of 3 –
	Secure use of compound sentences	7. Complex sentence with comparison beginning "as if":			description, action
Introduction Build- up Problem /	(Coordination) using coordinating conjunction and / or / but / so / for / nor /	They ran as if they were running for their lives.	The grammatical difference		Coordinating conjunction
up Problem / Dilemma Resolution Ending	yet (coordinating conjunctions)	8. Complex sentence beginning with –ing verb + comma after subordinate clause: Laughing crazily, the witch	<b>between plural</b> and <b>possessive</b> –s		Subordinating conjunction
	Develop complex sentences:	followed them through the dusty woods.	Standard English forms for verb		
Clear distinction between resolution	(Subordination)	9. Begin with –ing verb + comma+ 2 alliterating verbs:	inflections instead of local spoken		Singular/ plural
and ending. Ending should include	Main and subordinate clauses with range of	Sighing loudly, John stood and stared.	forms (e.g. we were instead of we		Suffix/ Prefix
reflection on events or the characters.	subordinating conjunctions.	10. –Ing verb beginning + comma + "How?" and	was, or I did instead of I done)		Word family
	(See Connectives and Sentence Signposts	"Where?" adverbials: Buzzing loudly, the bee flies			Consonant/Vowel
	doc.)	furiously from flower to flower.			
		11. Three actions+ correct comma: The dog sniffed the shoe, dug a hole and quickly buried it.			Adjective / noun
Non-Fiction	-'ed' clauses as starters e.g.	12. Descriptive phrase separated by pair of commas:			Verb / Adverb
(Refer to Connectives and Sentence	Frightened, Tom ran straight home to avoid	Harry, my mum's friend, is a postman.			Bossy verbs - imperative
Signposts document for Introduction	being caught.  Exhausted, the Roman soldier collapsed at his	13. Embedded clause describing person + 2 commas:			Tense (past, present, future)
and Endings)	post.	The man, who had a mean smile, stared at them.			Connective
Introduce: Secure	post.	14. Embedded clause describing thing + 2 commas: The			Conjunction
use of planning tools: Text map/	Expanded -'ing' clauses as starters e.g.	volcano, which had recently erupted, was still			Preposition
washing line/ 'Boxing -up' grid	Grinning menacingly, he slipped the treasure	smouldering.			Determiner/ generaliser
	into his rucksack.	15. Embedded clause describing place + 2 commas: The			Clause
Paragraphs to organise ideas around a	Hopping speedily towards the pool, the frog	playground, where most of our games take			Subordinate clause
theme Logical organisation	dived underneath the leaves.	place, is not big enough.			Relative clause
Group related paragraphs		16. –Ing verb opener + comma + saw / noticed / heard +			Relative pronoun
Develop use of a topic sentence	Drop in -'ing' clause e.g.	noun followed by -ing verb clause: Glancing up at the			
Link information within paragraphs	Jane, laughing at the teacher, fell off her chair.	sound, she noticed a strange face staring at her.			Alliteration
with a range of connectives.	The tornedo, sweeping across the city,	17. Use of names and specific nouns: Pedro the over-			Simile – 'as'/ 'like'
Use of bullet points, diagrams	destroyed the houses.	sized poodle ate his favourite beef biscuits.			Synonyms
Introduction Middle		18. Confident use of "How?" "Where?" and "When?"			
section(s) Ending	Sentence of 3 for action e.g.	adverbials + combining them + changing order: At last			Introduce:
	Sam rushed down the road, jumped on the	they sat down. They sat down on the grass. They sat			
Ending could Include personal opinion,	bus and sank into his seat.	down carefully. At last they sat down carefully on the			• Pronoun
response, extra information,	The Romans enjoyed food, loved marching	grass. Carefully they at last sat down on the grass.			Possessive pronoun
reminders, question, warning,	but hated the weather.	19. Colon to introduce a list: This is what you need:			Adverbial
encouragement to the reader	Panatition to percuade o a	cardboard, scissors, glue, string and coloured pencils.  20. Apply colon and list to description: This is what he			Fronted adverbial
	Repetition to persuade e.g. Find us to find the fun	could see: trees, statues, huts and a few horses.			Apostrophe – possession
Appropriate choice of pronoun or	a as to jind the juli	21. List of questions: Why were the Romans such good			determiner
noun across sentences	Dialogue - verb + adverb - "Hello," she	soldiers? And builders? And craftspeople?			
	whispered, shyly.	23. Use persuasive sentence openers: Surely it is obvious			
		that Most sensible people think that			
	Appropriate choice of <b>pronoun</b> or <b>noun</b>	The state of the s			
	within a <b>sentence</b> to avoid ambiguity and				
	repetition				

Year 5					
Text Structure	Sentence Construction	Sentence structures to teach	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list	Consolidate Year 4 list	Consolidate year 4 list	Consolidate Year 4 list	Consolidate Year	Consolidate:
Introduce:	Introduce:	A pair of adjectives separated from rest of sentence by commas: The	Introduce:	7 1130	Punctuation
Secure independent use of planning tools	miroduce.	children, tired and hungry, stumbled to the door.	miroduce.	Introduce:	<ul> <li>Letter/ Word</li> </ul>
Story mountain /grids/flow diagrams	Secure use of simple / embellished simple	2. Begin the sentence with pair of adjectives: Tired and hungry, the	Metaphor	introduce.	• Sentence
(Refer to Story Types grids)	sentences	children stumbled to the door.	Wetaphol	Rhetorical	<ul> <li>Full stops/ Capitals</li> </ul>
(Neter to Story Types grids)	Schenes	3. Start sentence with past tense –ing verb: Having started the	Personification	question	<ul> <li>Question mark</li> </ul>
Plan opening using:	Secure use of compound sentences	investigation, we needed to finish it.  4. As in 3. but using imperative: Having designed your chair, make a list of	1 Crsonincation	question	Exclamation mark
Description /action/dialogue	Secure use of compound sentences	what you will need.	Onomatopoeia	Dashes	• 'Speech marks'
Description / detion/ didiogde	Develop complex sentences:	5. Begin with prepositional phrase + comma: With a large shovel, he	Chemicopoeta	Dusiles	Direct speech
Paragraphs: Vary	(Subordination)	began to clear away the <b>snow.</b> With a look of radiant happiness, she	Empty words	Brackets	Inverted commas
connectives within paragraphs to build	Main and subordinate clauses with full	opened the door to the garden.	e.g. someone, somewhere was out to get him	Druckets	<ul><li>Bullet points</li><li>Apostrophe</li></ul>
cohesion into a paragraph	range of conjunctions:	6. As in 5. but using imperative: With an old pen, scratch your design	c.g. someone, somewhere was out to get min	Colons	contractions/ possession
Use change of place, time and action to link	(See Connectives and Sentence Signposts	carefully onto the polystyrene.	Developed use of technical language		Commas for sentence of
ideas across paragraphs.	doc.)	7. Superlative phrase describes subject of sentence + 2 commas: Stig, the	beveloped use of teermieur language	Use of commas	3 – description, action
Tacas across paragraphs.	400.7	largest of the three pups, was the most mischievous.		to clarify	Colon - instructions
Use 5 part story structure	Expanded –ed clauses as starters e.g.	8. Begin or end with "like" simile: Like a huge golden coin in the sky, the sun beamed down on the old farmhouse. The sun beamed down on the old	Converting <b>nouns</b> or	meaning or avoid	
Writing could start at any of the 5 points.	Encouraged by the bright weather, Jane set	farmhouse like a huge golden coin in the sky.	adjectives into verbs using suffixes (e.g. –ate; –ise; –	ambiguity	Singular/ plural
This may include flashbacks	out for a long walk.	9. Develop description of items in the list following a colon: This is what	ify)	unibiguity	Suffix/ Prefix
Introduction –should include action /	Terrified by the dragon, George fell to his	they saw: golden sand, rows of deck chairs, crowds of people and one	377		Word family
description -character or setting / dialogue	knees.	monstrous seagull.	Verb prefixes (e.g. dis-, de-, mis-, over- and re-)		Consonant/Vowel
<b>Build-up</b> –develop suspense techniques	Nices.	10. Begin with past participle of verb + comma at end of subordinate	vers prenices (e.g. dis , de , mis , over dirare )		Adjective / noun
Problem / Dilemma –may be more than one	Elaboration of starters using adverbial	clause: Surrounded by forest, there seemed no hope of escape.			Verb / Adverb
problem to be resolved	phrases e.g.	11. Begin with adjective + comma (especially feelings): Stunned, he could			Bossy vbs - imperative
Resolution –clear links with dilemma	Beyond the dark gloom of the cave, Zach	think of nothing to say.			Tense (past, present, future)
Ending –character could reflect on events,	saw the wizard move.	12. Speech and action show character's feelings + comma: "Terrible!" said Asif, laughing at his dad.			Conjunction / Connective
any changes or lessons, look forward to the	Throughout the night, the wind howled like	13. Sentence ends with –ing clause + comma before it: The sad old man			Preposition
future ask a question.	an injured creature.	shuffled slowly into the shop, carrying a battered old suitcase.			Determiner/ generaliser
4400000	an myarea ereatare.	14. "When?" "How?" and "Where?" adverbials + 2 adjectives separated			Pronoun – relative/ possessive
Non-Fiction		by comma: Five minutes later, the crumbling, dilapidated building			Clause Subordinate/ relative clause
(Refer to Connectives and Sentence	Drop in -'ed' clause e.g.	exploded loudly into the air.			Adverbial
Signposts document for Introduction and	Poor Tim, exhausted by so much effort, ran	15. Use range of conjunctions at start of and in middle of sentence +			Fronted adverbial
Endings)	home.	comma after subordinate clause at start of sentence: Until he looked			
	The lesser known Bristol dragon, recognised	carefully, he could not work out the puzzle. It could be dangerous if they did not take action soon.			Alliteration
Introduce:	by purple spots, is rarely seen.	<b>16. Reported speech with correct tenses:</b> The teacher said that he wanted			Simile – 'as'/ 'like'
Independent planning across all genres and		to speak to the whole class.			Synonyms
application	Sentence reshaping techniques	<b>17. Impersonal verbs:</b> It is thought that the whole species is now extinct.			l
аррисаціон	e.g. lengthening or shortening sentence for	18. Extend a simile (Where? When?): He was as proud as a king being			Introduce:
Secure use of range of layouts suitable to text	meaning and /or effect	crowned in a golden cathedral.			Relative pronoun
secure use or range or layouts suitable to text	,	19. Two sentences – the 1st tells what's happening on the outside; the			Relative pronoun     Relative clauses
Structure:	Moving sentence chunks (how, when,	2nd (in brackets) tells the inside story:			Modal verb
Introduction / Middle / Ending	where) around for different effects e.g.	She smiled bravely at Adam's suggestion. (But inside she felt doubtful and afraid.)			Parenthesis
Jacobson / madic / Ending	The siren echoed loudlythrough the	20. Adjective – adjective + reason: The man was grumpy – grumpy			• Bracket
Secure use of paragraphs:	lonely streetsat midnight	because the children kept asking him questions.			• dash
Use a variety of ways to open texts and draw		21. Use personification to describe the weather: The wind whispered			<ul> <li>Determiner</li> </ul>
reader in and make the purpose clear	Use of rhetorical questions	messages of fear. The drizzle hugged him in a soggy cuddle.			<ul> <li>Cohesion</li> </ul>
- 11111 a.i.aa.ic the purpose orear	_	22. Use metaphors in description: Her thoughts were a deep muddy pool			<ul> <li>Ambiguity</li> </ul>
Link ideas within and across paragraphs using	Stage directions in speech (speech + verb +	of despair.			Metaphor
a full range of connectives and signposts Use	action) e.g. "Stop!" he shouted, picking up	23. Use a range of connectives to link / contrast ideas: Therefore, most			Personification
	the stick and running after the thief.	people wear lighter clothes in summer. On the other hand, it is possible to disagree with this opinion.			Onomatopoeia     Rhotorical question
rhetorical questions to draw reader in		24. Provide the answer after the colon: The answer was obvious: send for			Rhetorical question     Tonser present and past
Eveross own aninians clearly	Indicating degrees of possibility using	Simon! There is an easy solution to this: provide more rubbish bins.			<ul> <li>Tense: present and past progression</li> </ul>
Express own opinions clearly	modal verbs (e.g. might, should, will, must)	The state of the state of the provide more rubbish bills.			progression
Consistantly maintain vious-int	or adverbs (perhaps, surely)				
Consistently maintain viewpoint					
Summary clear at the end to appeal directly					
Summary clear at the end to appeal directly					
to the reader					

Text Structure	Sentence Construction	Word Structure / Language	Sentence structures to teach	Punctuation	Terminology
Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate year 6	Consolidate	Consolidate:
				Year 5 list	
Secure independent planning across	Secure use of simple / embellished	Build in literary feature to	Embedded –ing clause + pair of commas: Sasha, hoping to meet him again, had returned to		Punctuation
story types using 5 part story structure.	simple sentences	create effects e.g.	the library.	Use of the semi-	Letter/ Word
Include suspense, cliff hangers,		alliteration,	2. Embedded past participle clause + pair of commas: Tom, beaten by his old enemy, was	colon, colon and	Sentence     Sentence     Sentence
flashbacks/forwards,	Secure use of compound sentences	onomatopoeia, similes,	feeling humiliated and tired.	dash to indicate	<ul><li>Full stops/ Capitals</li><li>Question mark</li></ul>
time slips		metaphors	3. Passive verb: The phones had been confiscated and locked away by the Year 6 teacher.	a stronger	Exclamation mark
Start story at any point of the 5 part	Secure use of complex sentences:		4. Passive verb without agent: The book had been badly damaged.	subdivision of a	
structure	(Subordination)	The difference between	5. If clause + comma + conditional verb: If everyone saved a little money, it would soon	sentence than a	Direct speech
Maintain plot consistently working from	Main and subordinate clauses with full	vocabulary typical of	make a difference.	comma	Indirect speech
plan	range of conjunctions:	informal speech and	6. As for 5. but past tense: If only she had known what to expect, she would have worn something different.		Inverted commas
	(See Connectives and Sentence Signposts	vocabulary appropriate for	7. Conditional as above but starting with "had": Had they known how hard it would be, they	How hyphens	Bullet points
Paragraphs -Secure use of linking ideas	doc.)	formal speech and writing	would have never started the climb.	can be used to	Apostrophe contractions/ possession
within and across paragraphs		(e.g. said versus reported,	8. –Ing verb in 1st clause, impersonal verb in 2nd: Weighing up all the evidence, it can be	avoid ambiguity	<ul> <li>Commas for sentence of 3 –</li> </ul>
	Active and passive verbs to create effect	alleged, or claimed in	seen that school uniform is a good idea.	(e.g. man eating	description, action
Secure development of characterisation	e.g.	formal speech or writing)	9. Further develop list description. semi-colon separates long items in a list: This is what she	shark versus	<ul> <li>Colon – instructions</li> </ul>
	<b>Active:</b> Tom accidently dropped the glass.		saw on the table: a rusty iron box with broken hinges; a pile of hand- written documents; an	man-eating	<ul> <li>Parenthesis</li> </ul>
Non-fiction:	Passive: The glass was accidently dropped		opened bottle of red wine and a bowl of mouldy cherries.	shark, or	Bracket- dash
	by Tom.		10. Begin adjective + preposition + subordinate clause: Astounded at what had happened,	recover versus	<ul> <li>Tense: present and past progressive</li> </ul>
Secure planning across non-fiction genres			they immediately decided to give up.	re-cover)	
and application	Developed use of rhetorical questions		11. Open with developed phrase describing subject of main clause: Thought to be the first of		Singular/ plural
	for persuasion		its kind in the world, this machine eliminates the need for eating.		Suffix/ Prefix
Use a variety of text layouts appropriate			12. So + adjective + that + exaggeration: He was so evil that even vampires shrank away in		Word family
to purpose			fear.		Consonant/Vowel
' '	Expanded <b>noun phrases</b> to convey		13. As in 12 but developed: When baby Arabella cried, her piercing shrieks and sobs were so		
Use range of techniques to involve the	complicated information concisely (e.g.		deafening that people living four streets away could not hear their television.		Adjective / noun
reader –comments, questions,	the boy that jumped over the fence is over		14. More than one subordinate clause, + "no matter": Joining the two pieces together, he		Verb / Adverb
observations, rhetorical questions	there, or the fact that it was raining meant		realised (that) the plate would never be the same again, no matter how hard he tried.		Bossy verbs - imperative
observations, metorical questions	the end of sports day)		15. Use a further range of conjunctions in subordinate clauses e.g. although, even if,		Tense (past, present, future)
Express balanced coverage of a topic			whereas, despite the fact that, rather than, instead of		modal verb
Express balanced coverage of a topic			<b>16.</b> Indirect question: Alison asked whether they had heard the noise.		Conjunction / Connective Preposition
	The difference between structures typical		17. Indirect question with future conditional: She wondered whether they would be going to		Determiner/ generaliser
Use different techniques to conclude	of informal speech and structures		the play.  18. Two short closely connected main clauses separated by semi-colon: The door opened; a		Pronoun – relative/ possessive
-	appropriate for formal speech and writing				Clause
texts	(such as the use of question tags, e.g. He's		stranger walked in.  19. Begin with 2 pairs of adjectives: Quiet and thoughtful, hopeful yet anxious, she made		Subordinate / relative clause
	your friend, isn't he?, or the use of the		her way upstairs.		Adverbial
Use appropriate formal and informal	subjunctive in some very formal writing		20. The second main clause (after the colon) gives information about the first. The 1st clause		Fronted adverbial
	and speech)		describes; the second gives detail: Gnortown was a dreadful place: everything was grey and		Rhetorical question
styles of writing	. ,		no-one ever smiled.		Cahasian
Choose or create publishing format to			21. In the 2nd main clause (after the colon), the writer gives the reader some information		Cohesion Ambiguity
enhance text type and engage the reader			about the story: He wondered how long he could continue like this: he did not		Alliteration
enhance text type and engage the reader			know he would be alone for another two days.		Simile – 'as'/ 'like'
			<b>22.</b> Start with a noun + dash+ character's feelings: Worms – she had hated them for as long		Synonyms
Linking ideas across paragraphs using a			as she could remember.		Metaphor
wider range of <b>cohesive devices</b> :			<b>23. Three "if" clauses:</b> If she hadn't argued with her mother, if she hadn't lost the money, if		Personification
wider range or corresive devices.			Rose hadn't cancelled her visit, she might have been smiling today.		Onomatopoeia
semantic <b>cohesion</b> (e.g. repetition of a			<b>24. List of 3 + dash + question:</b> Rain, snow, drought – which of these causes the most		Introduces
word or phrase),			damage?		Introduce:
grammatical connections (e.g. the use of			25. Use a semi-colon to balance two contrasting ideas: On the left was an old fortress; on the		Active and passive voice
adverbials such as on the other hand, in			right a ramshackle cottage. Some people think that homework is essential; others say it is		Subject and object
			pointless.		Hyphen
contrast, or as a consequence), and <b>elision</b> Layout devices, such as			26. Use paired conjunctions – not only but also / both and / neither nor / either or / : Not only is this idea expensive, it is also giving young people the wrong idea.		Synonym / antonym
headings, sub-headings, columns, bullets,			This story is both boring and badly spelt.		ellipsis
			27. Use inverted commas to emphasise irony: Our "star" prize turned out to be an ugly		Colon/ semi-colon
or			leather bag.		• hyphen
tables, to structure text					Bullet points
					Subjunctive