



Writing progression of skills at Tansley Primary School

Year 1				
Composition		Vocabulary, grammar and punctuation		
<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		<p>Pupils should be taught to develop their understanding of English concepts by: leaving spaces between words</p> <ul style="list-style-type: none"> - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>using the correct grammatical terminology in discussing their writing</p>		
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology for pupils

<p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time... Build-up One day...</p> <p>Problem / Dilemma Suddenly,.../ Unfortunately,...</p>	<p>Types of sentences: Statements Questions Exclamations Simple Connectives: and or but so because so that then that while when where Also as openers: While... When... Where... -'ly' openers Fortunately,...Unfortunately, Sadly,... Simple sentences e.g. I went to the park. The castle is haunted.</p>	<p>Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as...as...</p>	<p>Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Finger spaces (Separation of words)</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile - 'like'</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p>
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<p>Resolution Fortunately,...</p> <p>Ending Finally,....</p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile - 'as'</p>
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Composition	Vocabulary, grammar and punctuation
<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to: develop their understanding of English concepts by:</p> <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 - some features of written Standard English - the correct grammatical terminology

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list 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>Consolidate Year 1 list Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like...</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark

<p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</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>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (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: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for</p>	<p>e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</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 using suffixes such as -ful, -less</p>	<p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. Fortunately,....Slowly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p>	<ul style="list-style-type: none"> • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile - 'as'/ 'like'</p> <p><u>Introduce:</u></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>
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<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. she is drumming, he was shouting)</p>	<p>emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</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>		
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Year 3

Composition

Pupils should be taught to:
 plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Pupils should be taught to:
 develop their understanding of English concepts by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the appropriate grammar for year 3

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the correct grammatical terminology accurately and appropriately when discussing their writing and reading.

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools:</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions</p> <p>Next to by the side of</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g.</p> <p>What you need:</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word

<p>Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction -should include detailed description of setting or characters Build-up -build in some suspense towards the problem or dilemma Problem / Dilemma -include detail of actions / dialogue Resolution - should link with the problem Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids</p>	<p>information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>-'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair.</p>	<p>In front of during through throughout because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof.</p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher -teach, beauty - beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel</p>	<p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<ul style="list-style-type: none"> • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile - 'as'/ 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas
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Paragraphs to organise ideas around a theme

Introduction
Develop hook to introduce and tempt reader in e.g.
Who....? What....? Where....?
Why....? When....? How....?

Middle Section(s)
Group related ideas /facts into paragraphs
Sub headings to introduce sections / paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
Bullet points for facts
Flow diagram

Develop Ending
Personal response
Extra information / reminders
e.g. Information boxes/ Five Amazing Facts
Wow comment

Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.

The boy, **whose** name is George, thinks he is very brave.
The Clifton Suspension bridge, **which** was finished in 1864, is a popular tourist attraction.

Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!

Topic sentences to introduce nonfiction paragraphs e.g.
Dragons are found across the world. **Dialogue -powerful speech verb** e.g. "Hello," she whispered.

e.g. a rock, an open box

- • **Prefix**
- • **Consonant/Vowel**
- • **Clause**
- • • **Subordinate clause**
- Determiner
- Synonyms
- Relative clause
- Relative pronoun
- Imperative
- Colon for instructions

Composition	Vocabulary, grammar and punctuation
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils should be taught to: develop their understanding of English concepts by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for year 4 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech <p>use and understand the correct grammatical terminology accurately and appropriately when discussing their writing and reading.</p>

Text Structure	Sentence Construction	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:</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions at underneath since towards beneath beyond</p> <p>Conditionals - could, should, would</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</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter

<p>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</p>	<p>e.g. It was midnight. It's great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>- 'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded - 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in - 'ing' clause e.g.</p>	<p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p> <p>Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England</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. we were instead of we was, or I did instead of I done)</p>	<p>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p>	<ul style="list-style-type: none"> • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description, action • Colon - instructions <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</p>
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<p>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>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p><u>Dialogue - verb + adverb</u> - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>			<p>Relative clause Relative pronoun</p> <p>Alliteration Simile - 'as'/ 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe - possession
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Composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

Vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of English concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for year 5

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the correct grammatical terminology appropriately in discussing their writing and reading.

Text Structure**Sentence Construction****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</p> <p>Introduction -should include action / description -character or setting / dialogue</p> <p>Build-up -develop suspense techniques</p> <p>Problem / Dilemma -may be more than one problem to be resolved</p> <p>Resolution -clear links with dilemma</p> <p>Ending -character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction</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:</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in '-ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</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>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 • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 - description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb Bossy vbs - imperative Tense (past, present, future)</p> <p>Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive</p>
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(Refer to Connectives and Sentence Signposts document for Introduction and Endings)

Introduce:
Independent planning across all genres and application

Secure use of range of layouts suitable to text.

Structure:
Introduction / Middle / Ending

Secure use of paragraphs:
Use a variety of ways to open texts and draw reader in and make the purpose clear

Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in

Express own opinions clearly

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader

e.g. lengthening or shortening sentence for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects
e.g.
The siren echoed loudlythrough the lonely streetsat midnight

Use of rhetorical questions

Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)

Clause
Subordinate/ relative clause
Adverbial
Fronted adverbial

Alliteration
Simile - 'as'/ 'like'
Synonyms

- Introduce:**
- **Relative clause/ pronoun**
 - **Modal verb**
 - **Parenthesis**
 - **Bracket- dash**
 - **Determiner**
 - **Cohesion**
 - **Ambiguity**
 - **Metaphor**
 - **Personification**
 - **Onomatopoeia**
 - **Rhetorical question**

Year 6

Composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

Vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of English concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 6

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the correct grammatical accurately and appropriately in discussing their writing and reading.

Text Structure

Sentence Construction

Word Structure/Lanauage

Punctuation

Terminology

Consolidate Year 5 list

Secure independent planning across story types using 5 part story

Consolidate Year 5 list

Secure use of simple / embellished simple sentences

Consolidate Year 5 list

Build in literary feature to create effects e.g.

Consolidate Year 5 list

Use of the semi-colon, colon and dash to indicate

Consolidate:
Punctuation

• Letter/ Word

<p>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 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>Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</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. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>	<p>alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>a stronger subdivision of a sentence than a comma</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<ul style="list-style-type: none"> • Sentence • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 - description, action • Colon - instructions • Parenthesis • Bracket- dash <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</p>
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Choose or create publishing format to enhance text type and engage the reader

Linking ideas across paragraphs using a wider range of **cohesive devices**:

semantic **cohesion** (e.g. repetition of a **word** or phrase),
grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence),
and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Determiner/
generaliser
Pronoun - relative/
possessive
Clause
Subordinate /
relative clause
Adverbial
Fronted adverbial
Rhetorical question

Cohesion
Ambiguity
Alliteration
Simile - 'as' / 'like'
Synonyms
Metaphor
Personification
Onomatopoeia
Introduce:

- **Active and passive voice**
- **Subject and object**
- **Hyphen**
- **Synonym**
- **Colon/ semicolon**
- **Bullet points**