Cleobury Mortimer Primary School's teaching guide for progression in writing year by year. (June 2021)

(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. They only appear in the glossary in the programmes of study.**
- **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	Word Structure / Language	Punctuation	Terminology
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Introduce:**
Planning Tool –Story map /story mountain	**Simple sentences**	**Determiners** *the*	Finger spaces	Finger spaces
	Simple Connectives:	*a*	Full stops	Letter
Whole class retelling of story	*and*	*my*		
	who	*your*	Capital letters	Word
Understanding of beginning/ middle / end	*until*	*an*		
	but	*this*		Sentence
		that		
Retell simple 5-part story:	**Say a sentence, write and read it back to check it makes sense.**	*his*		Full stops
Once upon a time		*her*		
First / Then / Next		*their*		Capital letter
But		*some*		
So	**Compound sentences using connectives (coordinating conjunctions)**	*all*		Simile – 'like'
Finally,…..happily ever after				
	and / but	**Prepositions:**		
Non-fiction:	-**'ly' openers**	*up*		
Factual writing closely linked to a story	*Luckily / Unfortunately,*	*down*		
		in		
		into		
Simple factual sentences based around a theme	**'Run'** - Repetition for rhythm: e.g.	*out*		
Names	*He walked and he walked*	*to*		
		onto		

Labels Captions Lists Diagrams Message	**Repetition in description** e.g. *a lean cat, a mean cat*	**Adjectives** e.g. *old, little**, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'		

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology

Consolidate Reception list
 	
Introduce:
 	
Fiction:
 	
Planning Tools: Story map / story mountain
(Refer to Story-Type grids)
 	
Plan opening around character(s), setting, time of day and type of weather
 	
Understanding - beginning /middle /end to a story
Understanding - 5 parts to a story:
 	
Opening
Once upon a time…
 	
Build-up
One day…
 	
Problem / Dilemma
Suddenly,../ Unfortunately,…
	Consolidate Reception list (See Connectives and Sentence Signposts doc.)
	Introduce:
	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
		Consolidate Reception list
		
		Introduce:
		Prepositions:
		inside
		outside
		towards
		across
		under
		
		Determiners:
		the a my your an this that his her their some all lots of many more those these
		
		Adjectives to describe
		e.g. *The **old** house…*
		    *The **huge** elephant…*
		
		Alliteration
		e.g. *dangerous dragon*
		    slimy snake
		
		Similes using as….as…
		e.g. *as tall as a house*
			Consolidate Reception list
			
			Introduce:
			Capital Letters:
			Capital letter for names
			
			Capital letter for the personal pronoun I
			
			Full stops
			
			Question marks
			
			Exclamation marks
			
			Speech bubble
			
			Bullet points
				Consolidate:
				
				Finger spaces
				
				Letter
				
				Word
				
				Sentence
				
				Full stops
				
				Capital letter
				
				Simile – 'like'

Resolution *Fortunately,…* **Ending** *Finally,….* **Non-fiction:** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	*Fortunately,…Unfortunately, Sadly,…* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.* **Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **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.* **Complex sentences:** **Use of 'who' (relative clause)** e.g. *Once upon a time there was a little old woman who lived in a forest.* *There are many children who like to eat ice cream.* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*	*as red as a radish* **Precise, clear language to give information** e.g. *First, switch on the red button.* *Next, wait for the green light to flash...* *Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)* ***Suffixes** that can be added to **verbs** (e.g. helping, helped, helper)* *How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*		<u>**Introduce:**</u> **Punctuation** **Question mark** **Exclamation mark** Speech bubble Bullet points **Singular/ plural** Adjective Verb Connective Alliteration Simile – 'as'

	Repetition for description
	e.g.
	a lean cat, a mean cat
	a green dragon, a fiery dragon

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as*	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.* **Secure use of compound sentences**	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman… Squirrels have long, bushy tails.* **Adverbs for**	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g. *Fortunately,….Slowly, ….* **Speech bubbles**	Consolidate: **Punctuation** - Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter** **Question mark** **Exclamation mark** - Speech bubble - Bullet points **Singular/ plural** Adjective Verb Connective Alliteration Simile – 'as'/ 'like'

Ending e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false?	**(Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g. Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly. **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.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. **l**ots of people, plenty of food	**description** e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of	**/speech marks for direct speech** <mark>**Implicitly understand how to change from indirect speech to direct speech**</mark> *Apostrophes to mark contracted forms in spelling* e.g. *don't, can't*	**Introduce:** **Apostrophe (contractions only)** **Commas for description** **'Speech marks'** **Suffix** **Verb /** adverb Bossy verbs **Tense (past, present, future)** **Adjective / noun** Generalisers Adverbials (SATs) <mark>***Subordinating conjunctions***</mark>

| The consistent use of **present tense** versus **past tense** throughout texts

Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*) | **List of 3 for description**
e.g. *He wore old shoes, a dark cloak and a red hat.*

African elephants have long trunks, curly tusks and large ears. | **adjectives** and **adverbs** | | |

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction** –should include detailed description of setting or characters **Build-up** –build in some suspense towards the problem or dilemma **Problem / Dilemma** –include detail of actions / dialogue **Resolution** - should link with the problem	**Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **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.* **Compound sentences (Coordination)**	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it*	**Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)	<u>Consolidate:</u> **Punctuation** - Finger spaces - **Letter** - **Word** - **Sentence** - **Full stops** - **Capital letter** - **Question mark** - **Exclamation mark** - Speech bubble - **'Speech marks'** - Bullet points - **Apostrophe (contractions only)** - **Commas for sentence of 3 - description** **Singular/ plural** **Suffix** **Adjective / noun** **Verb /** adverb

Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. **Non-Fiction** **(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 **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	using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences (Subordination)** with range of subordinating conjunctions **(See Connectives and Sentence Signposts doc.)** -**'ing' clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* **Drop in a relative clause using:** **who/whom/which/whose/** **that** e.g. *The girl, **whom** I remember, had long black hair.* *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.	*to stone immediately.* *Drops of rain pounded on the corrugated, tin roof.* ***Nouns formed from prefixes*** e.g. *auto…* *super…anti…* **Word Families based on common words** e.g. *teacher –teach, beauty – beautiful* **Use of determiners a or an according to whether next word begins with a vowel** e.g. ***a rock, an open box***		Bossy verbs **Tense (past, present, future)** Connective Generalisers Alliteration Simile – 'as'/ 'like' <u>**Introduce:**</u> **Word family** **Conjunction** ==**Coordinating conjunction**== ==**Subordinating conjunction**== **Adverb** **Preposition** **Direct speech** **Prefix** **Suffix** **consonant letter vowel** **vowel letter** **inverted commas (or 'speech marks')** **Clause** **Subordinate clause** - <u>Determiner</u> - <u>Synonyms</u> - <u>Relative clause</u> - <u>Relative pronoun</u> - <u>Imperative</u>

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.**	*Visit, Swim, Enjoy!* **Topic sentences to introduce non-fiction paragraphs** e.g. *Dragons are found across the world.* **Dialogue –powerful speech verb** e.g. *"Hello," she whispered.*			• Colon for instructions

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma**	**Consolidate Year 3 list** **Introduce:** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **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.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating*	**Consolidate Year 3 list** **Introduce:** **Prepositions** *at underneath since towards beneath beyond* **Conditionals** - *could, should, would* **Comparative** and **superlative** adjectives e.g. *small…smaller…smallest* *good…better…best* **Proper nouns-** refers to a particular person	**Consolidate Year 3 list** **Introduce:** **Commas** to mark clauses **Full punctuation for direct speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots*)	Consolidate: **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 – description, action** • <mark>**Coordinating conjunction**</mark>

Resolution Ending	Develop complex sentences	plural/possessive		Subordinating conjunction

Resolution   Ending

Clear distinction between resolution and ending. Ending should include reflection on events or the characters.

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

Paragraphs to organise ideas around a theme
Logical organisation
Group related paragraphs
Develop use of a topic sentence
Link information within paragraphs with a range of connectives.
Use of bullet points, diagrams
Introduction
Middle section(s)
Ending

Ending could Include personal opinion, response, extra

---

conjunctions)

Develop complex sentences:
(Subordination)
Main and subordinate clauses with range of subordinating conjunctions.
(See Connectives and Sentence Signposts doc.)

-'ed' clauses as starters e.g.
Frightened, Tom ran straight home to avoid being caught.
Exhausted, the Roman soldier collapsed at his post.

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.

Drop in –'ing' clause e.g.
Jane, laughing at the teacher, fell off her chair.
The tornedo, sweeping across the city, destroyed the houses.

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.

Repetition to persuade e.g.
Find us to find the fun

---

or thing
e.g. *Monday, Jessica, October, England*

The grammatical difference between plural and **possessive** –s

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*)

- **Subordinating conjunction**

Singular/ plural
Suffix/ Prefix
Word family
Consonant/Vowel

Adjective / noun
Verb / Adverb
Bossy verbs - imperative
Tense (past, present, future)
Connective
Conjunction
Preposition
Determiner/ generaliser
Clause
Subordinate clause
Relative clause
Relative pronoun

Alliteration
Simile – 'as'/ 'like'
Synonyms

Introduce:

- **Pronoun**
- **Possessive pronoun**
- **Adverbial**
- **Fronted adverbial**
- **Apostrophe – possession**
- **determiner**

information, reminders, question, warning, encouragement to the reader ***Appropriate choice of pronoun or noun across sentences***	**Dialogue** - <u>verb + adverb</u> - *"Hello," she whispered, shyly.* *Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*			

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list **Introduce:** **Secure independent use of planning tools** Story mountain /grids/flow diagrams **(Refer to Story Types grids)** **Plan opening using:** Description /action/dialogue **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction –**should include action / description -character or setting /	**Consolidate Year 4 list** **Introduce:** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George*	**Consolidate Year 4 list** **Introduce:** **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –	**Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	<u>Consolidate:</u> **Punctuation** • **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 **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**

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. **Non-Fiction** **(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	*fell to his knees.* **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.* **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.* **Sentence reshaping techniques** e.g. lengthening or shortening sentence for meaning and /or effect **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ….through the lonely streets ….at 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.*	*ate; –ise; –ify)* **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)*		**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** Alliteration Simile – 'as'/ 'like' Synonyms <u>**Introduce:**</u> • **Relative pronoun** • **Relative clauses** • **Modal verb** • **Parenthesis** • **Bracket** • **dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question • **Tense: present and past progressive**

Express own opinions clearly	Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs (perhaps, surely)*			
Consistently maintain viewpoint				
Summary clear at the end to appeal directly to the reader				

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list	**Consolidate Year 5 list**	**Consolidate Year 5 list**	**Consolidate Year 5 list**	<u>Consolidate:</u>
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	**Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)**	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing)*	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)	**Punctuation** **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**
Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across non-	**Active and passive verbs to create effect** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was*			

fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as	*accidently dropped by Tom.* **Developed use of rhetorical questions for persuasion** 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*) 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)			**Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **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 **Cohesion** **Ambiguity** Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia Introduce: - **Active and passive voice** - **Subject and object**

a consequence), and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text				**Hyphen** **Synonym / antonym** **ellipsis** **Colon/ semi-colon** **hyphen** **Bullet points** ***Subjunctive***