Harwell Primary School: Progression for Grammar and Punctuation (Pie Corbett version)

Foundation

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Introduce: **Planning Tool** –Story map /story mountain **Whole class retelling of story** **Understanding of beginning/ middle / end** **Retell simple 5-part story:** *Once upon a time* *First / Then / Next* *But* *So* *Finally,…..happily ever after* **Non-fiction:** **Factual writing closely linked to a story** **Simple factual sentences based around a theme** Names Labels Captions Lists Diagrams Message	**Introduce:** **Simple sentences** **Simple Conjunctions:** *and* *who* *until* *but* **Say a sentence, write and read it back to check it makes sense.** **Compound sentences using conjunctions (coordinating conjunctions)** *and / but* -'ly' **openers** *Luckily / Unfortunately,* **'Run'** - Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat*	**Introduce:** **Determiners** *the a* *my* *your an* *this* *that* *his her* *their* *som* *e all* **Prepositions:** *up* *down* *in* *into* *out* *to* *onto* **Adjectives** e.g. *old, little,* *big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'	**Introduce:** Finger spaces Full stops Capital letters	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Simile – '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,…* **Resolution** *Fortunately,…* **Ending**	**Consolidate Reception list (See Conjunctions and Sentence Signposts doc.)** **Introduce:** **Types of sentences:** Statements Questions Exclamations **Simple Conjunctions:** *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.* **Embellished simple sentences using adjectives**	**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 as red as a radish*	**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' Introduce: **Punctuation**

Finally,….				**Question mark**

Non-fiction: (Refer to Conjunctions 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	e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Compound sentences** using conjunctions (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.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	**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)*		**Exclamation mark** Speech bubble Bullet points **Singular/ plural** Adjective Verb Conjunction Alliteration Simile – 'as'

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*
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.
	Consolidate Year 1 list Introduce:
	(See Conjunctions 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 (Coordination) using conjunctions:
	and/ or / but / so
	(coordinating conjunctions)
	
	Complex sentences (Subordination) using:
	Drop in a relative clause:
		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 description e.g.
		Snow fell gently and covered the cottage
			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 marks/speech bubbles for direct speech
			
			Implicitly understand how to change from indirect speech to direct speech.
				<ins>**Consolidate:**</ins>
				
				Punctuation
				  • Finger spaces
				  • **Letter**
				  • **Word**
				  • **Sentence**
				  • **Full stops**
				  • **Capital letter**
				  • **Question mark**
				  • **Exclamation mark**
				  • Speech bubble
				  • Bullet points
				
				Singular/ plural
				
				Adjective
				Verb
				Conjunction
				Alliteration
				Simile – 'as'/ 'like'
				
				<ins>**Introduce:**</ins>
				
				Apostrophe (contractions and singular possession)

			Apostrophes to mark contracted forms in spelling e.g. *don't, can't*	**Commas for**

Non-Fiction (Refer to Conjunctions 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? 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	**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. *lots of people, plenty of food* **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.*	*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 **adjectives** and **adverbs**	**Apostrophes to mark singular possession** e.g. the cat's name.	description 'Speech marks' Suffix **Verb /** adverb **Statement** **Question** **Exclamation** **Command (bossy verbs)** Bossy verbs **Tense (past, present, future)** i.e. not in bold **Adjective / noun** Generalisers **Subordinating conjunctions**

mark actions in progress (e.g. *she is drumming, he was shouting)*				

<mark>Year 3</mark>

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology

Consolidate Year 2 list Introduce:	Consolidate Year 2 list Introduce:	Consolidate Year 2 list Introduce:	Consolidate Year 2 list Introduce:	Consolidate:
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 **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 Conjunctions and Sentence Signposts document for Introduction and Endings)** Introduce: **Secure use of planning tools:** e.g. Text map, washing line, 'Boxing –	**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.* **Prepositional phrases to place the action:** on the mat; behind the tree; in the air. **Compound sentences (Coordination)** using conjunctions: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences (Subordination)** with range of subordinating conjunctions **(See Conjunctions and Sentence Signposts doc.)**	**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 to stone immediately.* *Drops of rain pounded on the*	**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.)*	**Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement** • **Exclamation** • **Question** • **Command** • **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 / noun phrase; Verb /** adverb Bossy verbs **Tense (past, present, future)**

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

 Wow comment

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

Use of present perfect instead of simple past. *He has left his hat behind, as opposed to – He left his had behind.*

-'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.
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.*

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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*

Conjunction

Generalisers

Alliteration

Simile – 'as'/ 'like'

Introduce:
- **Word family**
- **Conjunction**
- **Coordinating conjunction**
- **Subordinating conjunction**
- **Adverb**
- **Preposition**
- **Direct speech**
- **Inverted commas**
- **Prefix**
- **Consonant/Vowel**
- **Clause**
- **Subordinate clause**
- Determiner
- Synonyms
- Relative clause
- Relative pronoun
- Imperative
- Colon for instructions

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology

Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate:
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** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Introduce: Standard English for verb inflections instead of local spoken forms.** **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 conjunctions)* **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **(See Conjunctions and Sentence Signposts doc.)**	**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 or thing e.g. *Monday, Jessica, October, England* **The grammatical difference between plural**	**Introduce:** **Commas** to mark clauses and to mark off fronted adverbials. **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)* as opposed to s to mark a plural.	**Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement** • **Question** • **Exclamation** • **Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe** (contractions only) • **Commas for** sentence of 3 – description, action • Colon - instructions **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**

Non-Fiction **(Refer to Conjunctions 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 conjunctions. Use of bullet points, diagrams **Introduction** **Middle section(s)** **Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	**-'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* <u>**Dialogue** - verb + adverb -</u> *"Hello," she whispered, shyly.* *Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*	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*)		**Adjective / noun / noun phrase** **Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future)** Connective **Conjunction** **Preposition** Determiner/ generaliser **Clause** **Subordinate clause** Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction Alliteration Simile – 'as'/ 'like' Synonyms <u>**Introduce:**</u> • **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe - plural possession**

Appropriate choice of pronoun or noun across sentences				

<mark>Year 5</mark>

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology

Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4 list	Consolidate:

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 conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.
 	
Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks
Introduction –should include action / description -character or setting / dialogue
Build-up –develop suspense techniques
Problem / Dilemma –may be more than one problem to be resolved
Resolution –clear links with dilemma
Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.
 	
Non-Fiction
(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)
	Introduce: Relative clauses beginning with: who, which, that, where, when, whose or an omitted relative pronoun.
	
	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 Conjunctions 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 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,
		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. *–ate; –ise; –ify*)
		
		Verb prefixes (e.g. *dis–, de–, mis–, over– and re–)*
			Introduce:
			
			Rhetorical question
			
			Dashes
			
			Brackets/dashes/commas for parenthesis
			
			Colons
			
			Use of commas to clarify meaning or avoid ambiguity
				Punctuation
				  • **Letter/ Word**
				  • **Sentence**
				  • **Statement**
				  • **Question**
				  • **Exclamation**
				  • **Command**
				  • **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**
				
				Singular/ plural
				Suffix/ Prefix
				Word family
				Consonant/Vowel
				
				Adjective / noun / noun phrase
				Verb / Adverb
				Bossy verbs - imperative
				Tense (past, present, future)
				Conjunction / Connective
				Preposition
				Determiner/ generaliser
				Pronoun – relative/ possessive

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 conjunctions 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	*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.* **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 <u>**Introduce:**</u> • **Relative clause/ pronoun** • **Modal verb** • **Parenthesis** • **Bracket- dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question • **Tense: present and past progressive.**

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan **Paragraphs -**Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions	**Consolidate Year 5 list** **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 Conjunctions and Sentence Signposts doc.)** **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.*	**Consolidate Year 5 list** 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*) How words are related as synonyms and antonyms e.g. big / large / little	**Consolidate Year 5 list** Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus recover*) Punctuation of bullet points to list information.	**Consolidate:** **Punctuation** • **Letter/ Word** • **Sentence** • **Statement** • **Question** • **Exclamation** • **Command** • **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/views/opinion, facts** • Colon – instructions • **Parenthesis** • **Bracket- dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun / noun phrase** **Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future) modal verb**

				Conjunction / Connective

Express balanced coverage of a topic
 	
Use different techniques to conclude texts
 	
Use appropriate formal and informal styles of writing
 	
Choose or create publishing format to enhance text type and engage the reader
 	
Linking ideas across paragraphs using a wider range of **cohesive devices**:
 	
semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision**
Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text
	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)
				Preposition
				Determiner/ generaliser **Pronoun – relative/ possessive**
				Clause
				Subordinate / relative clause
				Adverbial
				Fronted adverbial
				Rhetorical question
				Present and past progressive
				Present perfect/past perfect
				Cohesion
				Ambiguity
				Alliteration
				Simile – 'as'/ 'like'
				Synonyms
				Metaphor
				Personification
				Onomatopoeia
				
				Introduce:
				  • **Active and passive voice**
				  • **Subject and object**
				  • **Hyphen**
				  • **Synonym/antonym**
				  • **Colon/ semi-colon**
				  • **Bullet points**
				  • **Ellipsis**
				  • **Subjunctive**