

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: 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:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor /yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions Next to by the side <i>of</i> <i>In front of during</i> <i>through</i> <i>throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></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. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation command • 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 / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present,</p>

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<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction</p> <p>Build-up</p> <p>Problem / Dilemma</p> <p>Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath</i> <i>since towards</i> <i>beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • 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 • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>

<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>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 to aid cohesion</p>	<p>subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>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</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Secure independent use of planning tools</p> <p>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</p> <p>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.</p> <p>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</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –<i>ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</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 • 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 <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

<p>forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><i>cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly</i> <i>....through the lonely streets ...at midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner / generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations,</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences:</p> <p>(Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information</p> <p>e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter / Word • Sentence • 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, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

<p>rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>		<p>Verb / Adverb</p> <p>Bossy verbs - imperative</p> <p>Tense (past, present, future) modal verb</p> <p>Conjunction / Connective</p> <p>Preposition</p> <p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause</p> <p>Subordinate / relative clause</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Rhetorical question</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
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