

# St Matthew's Talk4Writing Progression in Writing Teacher Guide

Points to note when using this guide:

- In the Punctuation & Terminology columns, any terms in **bold** are a statutory requirement of the National Curriculum in England.
- Terms highlighted in yellow are technical grammatical terms that will feature in the grammar tests in England from 2016. These are additional to the terms stated in the National Curriculum.
- Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!

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

Year 1				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b> <b>Introduce:</b></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly,.. / Unfortunately,...</i></p> <p><b>Resolution</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p>	<p><b>Consolidate Reception list</b> <b>(See Connectives and Sentence Signposts doc.) Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> <i>and or but so</i> <i>because so that then</i> <i>that while when</i> <i>where</i></p> <p><b>Also as openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i></p> <p><b>-‘ly’ openers</b> <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce: Prepositions:</b> <i>inside outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners:</b> <i>the a my your an this</i> <i>that his her their some all</i> <i>lots of many more</i> <i>those these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The <b>old</b> house...</i> <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g. <i>First,</i> <i>switch on the red</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b><i>Capital letter for names</i></b></p> <p><b><i>Capital letter for the personal pronoun I</i></b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b></p> <p>Finger spaces</p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark*</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p>

<p><b>Non-fiction:</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>using adjectives</b> e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him. It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest. There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>button.</i> <i>Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list Introduce:</b></p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g.  <i>In a land far away....</i>  <i>One cold but bright morning.....</i> <b>Build-up</b> e.g.  <i>Later that day</i>  <b>Problem / Dilemma</b> e.g. <i>To his amazement</i> <b>Resolution</b> e.g. <i>As soon as</i> <b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p><b>Consolidate Year 1 list Introduce:</b>  <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Types of sentences:</b>  Statements  Questions  Exclamations  Commands</p> <p><b>-'ly' starters</b>  e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using: Drop in a relative clause: who/which</b> e.g.</p>	<p><b>Consolidate Year 1 list Introduce:</b></p> <p><b>Prepositions:</b>  <i>behind above along before between after</i></p> <p><b>Alliteration</b>  e.g. <i>wicked witch</i>  <i>slimy slugs</i></p> <p><b>Similes using...like...</b> e.g.  <i>... like sizzling sausages</i>  <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b>  e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b>  e.g.  <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g.  Lift the pot carefully onto</p>	<p><b>Consolidate Year 1 list Introduce:</b></p> <p><b>Demarcate sentences:</b>  Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener  e.g.  <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Implicitly understand how to change from indirect speech to direct speech</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective  Verb  Connective  Alliteration  Simile – 'as' / 'like'</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p>

<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid  <b>Introduction:</b>  Heading  Hook to engage reader  Factual statement / definition  Opening question</p> <p><b>Middle section(s)</b>  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 <b>Ending</b>  Make final comment to reader  Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>  e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  <b>During</b> the Autumn, <b>when</b> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray.  The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>  Most dogs....  Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i>  <b>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</i></p>	<p><b>Commas</b> for description</p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense</b> (past, present, future) <b>ie</b> not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p><b>Subordinating conjunctions</b></p>
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Year 3

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list Introduce:</b></p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b>                      Story map /story mountain / story grids /                      'Boxing-up' grid                      (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting,                      time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story                      part</p> <p><b>Extended vocabulary</b> to introduce 5 story                      parts:  <b>Introduction</b> –should include detailed                      description of setting or characters  <b>Build-up</b> –build in some suspense towards the                      problem or dilemma  <b>Problem / Dilemma</b> –include detail of actions                      / dialogue  <b>Resolution</b> - should link with the problem  <b>Ending</b> – 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><b>Consolidate Year 2 list Introduce:</b></p> <p><b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or                      information.  <b>Short sentences</b> for emphasis and making key                      points e.g.  <i>Sam was really unhappy.</i>  <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b>  <b>Adverb starters to add detail</b> e.g.  <i>Carefully, she crawled along the floor of the                      cave....</i>                      Amazingly, small insects can....  <b>Adverbial phrases</b> used as a 'where', 'when' or                      'how' starter (<b>fronted adverbials</b>) <b>A few days                      ago, we discovered a hidden box.</b>  <b>At the back of the eye, is the retina.</b>  <b>In a strange way, he looked at me.</b>  <b>Prepositional phrases to place the action:</b>  <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using                      connectives:  <i>and/ or / but / so / for /nor / yet</i>                      (coordinating conjunctions)</p> <p><b>Develop complex sentences                      (Subordination)</b> with range of</p>	<p><b>Consolidate Year 2                      list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b>  <i>Next to by the side                      of                      In front of during                      through throughout                      because of</i></p> <p><b>Powerful verbs</b>                      e.g. <i>stare, tremble,                      slither</i></p> <p><b>Boastful Language</b>                      e.g. <i>magnificent,                      unbelievable, exciting!</i></p> <p><b>More specific /                      technical vocabulary                      to add detail</b> e.g.  <i>A few dragons of this                      variety can breathe                      on any creature and                      turn it to stone                      immediately.</i></p>	<p><b>Consolidate Year                      2 list</b></p> <p><b>Introduce:</b></p> <p><b>Colon</b> before a list                      e.g. <i>What you                      need:</i></p> <p><b>Ellipses</b> to keep the                      reader                      hanging on</p> <p><b>Secure use of                      inverted commas                      for direct speech</b></p> <p>Use of commas                      after <b>fronted                      adverbials</b> (e.g.  <i>Later that day, I                      heard the bad                      news.</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question                      exclamation                      Command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe                      (contractions only)</b></li> <li>• <b>Commas for                      sentence of 3 -                      description</b></li> </ul> <p><b>Singular/ plural                      Suffix</b></p> <p><b>Adjective / noun / Noun                      phrases Verb / adverb</b></p> <p><b>Bossy verbs                      Tense (past, present,</b></p>

<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>  e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b>  Develop hook to introduce and tempt reader in e.g.  <i>Who....? What....? Where....?</i>  <i>Why....? When....? How....?</i></p> <p><b>Middle Section(s)</b>  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  diagram</p> <p><b>Develop Ending</b>  response  information / reminders e.g. Information boxes/ Five Amazing Facts  Wow comment</p> <p><b>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.</b></p> <p><b>Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</b></p>	<p>subordinating conjunctions  <b>(See Connectives and Sentence Signposts doc.)</b>  <b>-‘ing’ clauses as starters</b> e.g.  <i>Sighing, the boy finished his homework.</i>  <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b>  e.g.  <i>The girl, whom I remember, had long black hair.</i>  <i>The boy, whose name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>  <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g.  <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.  <i>Dragons are found across the world.</i></p> <p><b>Dialogue –powerful speech verb</b>  e.g. <i>“Hello,” she whispered.</i></p>	<p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b>  e.g. <i>auto... super...anti...</i></p> <p><b>Word Families based on common words</b>  e.g. <i>teacher –teach, beauty – beautiful</i></p> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b>  e.g. <i>a rock, an open box</i></p>		<p><b>future) Connective</b>  Generalisers</p> <p>Alliteration  Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Conjunction</b></li> <li>• <b>Coordinating conjunction</b></li> <li>• <b>Subordinating conjunction</b></li> <li>• <b>Clause</b></li> <li>• <b>Subordinate clause</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Prefix</b></li> <li>• <b>Consonant/Vowel</b></li> <li>• <u>Determiner</u></li> <li>• <u>Synonyms</u></li> <li>• <u>Relative clause</u></li> <li>• <u>Relative pronoun</u></li> <li>• <u>Imperative</u></li> <li>• <b>Colon for instructions</b></li> </ul>
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Year 4				
Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>            e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b>            Description /action</p> <p><b>Paragraphs:</b> 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><b>Developed 5 parts to story</b>  <b>Introduction</b>  <b>Build-up</b>  <b>Problem / Dilemma</b>  <b>Resolution Ending</b></p> <p>Clear distinction between            resolution and ending. Ending            should include reflection on events            or the characters.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b>  <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly            e.g. <i>It was midnight.</i>  <i>It's great fun.</i></p> <p><b>Start with a simile</b>            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><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with range of</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> -  <i>could, should, would</i></p> <p><b>Comparative and superlative</b>            adjectives e.g.  <i>small...smaller...smallest</i>  <i>good...better...best</i></p> <p><b>Proper nouns</b> refers to a particular person or thing            e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b>            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><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p><b>Consolidate:</b>  <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun</b></p>

<p><b>Non-Fiction</b></p> <p><b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs</b> 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><b>Introduction</b> <b>Middle section(s)</b>                      <b>Ending</b></p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p>subordinating conjunctions. <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>-‘ed’ clauses as starters</b> 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><b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grimming menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b> 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><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>	<p><b>between plural and possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>		<p><b>phrase Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> <b>Determiner/</b> generaliser <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun <b>Coordinating conjunction</b> <b>Subordinating conjunction</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>
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Year 5				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> <b>Secure independent use of planning tools</b> Story mountain /grids/flow diagrams <b>(Refer to Story Types grids)</b></p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> –should include action / description -character or setting / dialogue <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more than one problem to be resolved <b>Resolution</b> – clear links with dilemma <b>Ending</b> – character could reflect on events, any changes or lessons, look</p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b> <b>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions: <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Expanded –ed clauses as starters</b> 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><b>Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b></p>

<p>forward to the future ask a question.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b> <b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> 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><b>Drop in –‘ed’ clause</b> 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><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b>Verb / Adverb</b> Bossy verbs - <b>imperative</b> <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• Metaphor</li> <li>• Personification □ Onomatopoeia</li> <li>• Rhetorical question</li> <li>• <b>Tense: present and past progressive;</b></li> </ul>
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Year 6				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> 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><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b></p> <p><b>Secure</b> planning across nonfiction 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><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p>	<p><b>Consolidate Year 5 list</b></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><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> 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><b>Consolidate:</b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops/ Capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Indirect speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action, views/opinions, facts</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b></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 <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Expanded <b>noun phrases</b> 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 <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p><b>Verb / Adverb</b>  Bossy verbs - imperative <b>Tense</b> (<b>past, present, future</b>) <b>modal verb</b>  <b>Conjunction / Connective</b>  <b>Preposition</b>  <b>Determiner/</b> generaliser  <b>Pronoun – relative/ possessive Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  Rhetorical question  <i>Present and past progressive</i>  <i>present perfect; past perfect</i></p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym, antonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Ellipsis</b></li> <li>• <b>Subjunctive</b></li> </ul>
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