

Year 1				
Text Structure	Sentence construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b> Fiction: Sequencing sentences to form short narratives.</p> <p>Plan short narrative with beginning / middle / end.</p> <p>Non Fiction: Writing cation labels for diagrams.</p> <p>Writing short sentences to give instructions.</p> <p>Writing short sentences in chronological order in a recount.</p> <p>Writing short sentences for information.</p>	<p><b>Introduce:</b> Combine words to make sentences.</p> <p>Using <u>and</u> to join sentences and clauses.</p> <p>Writing questions.</p> <p>Writing exclamations.</p> <p>Write simple sentences.</p> <p>Use adjectives to describe nouns.</p>	<p><b>Introduce</b> Formation of plurals using s or es.</p> <p>Adding –ing to verbs.</p> <p>Determiners: the a</p> <p>Adding –ed to verbs to form the past tense.</p> <p>Adding –er to verbs to produce nouns.</p> <p>(eg. helping, helped, helper)</p> <p>Using prefix –un to change meaning of verbs and adjectives (for example unkind or undoing, untie the boat)</p>	<p><b>Introduce:</b> Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I.</p> <p>Capital letters for days of the week.</p> <p>Full stops</p> <p>Question marks for questions</p> <p>Exclamation marks for exclamations.</p> <p>Bullet points for lists.</p>	<p><b>Introduce:</b> Letter Capital Letter word singular plural sentence punctuation full stop question mark exclamation mark bullet points singular plural verb adjective noun proper nouns</p>
<p><b>Consolidate:</b></p>	<p><b>Consolidate:</b></p>	<p><b>Consolidate:</b></p>	<p><b>Consolidate:</b> Capital letters to start sentences. Full stops to end sentences. Leave finger spaces between words.</p>	<p><b>Consolidate:</b></p>

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<p><b>Introduce:</b> Use of the past tense using regular verbs with ed endings.</p> <p>Use of the past tense using irregular verbs.</p> <p>Use the progressive (is/am + ing) form of verbs in the present tense to show actions happening now.</p> <p>Use the progressive form of verbs in the past tense (was / were +ing) to show actions happening over a period of time in the past.</p> <p>To use a particular tense consistently in a piece of writing.</p>	<p><b>Introduce:</b> Write statements as sentences.</p> <p>Write questions using question words (Who, what, where, why, when, do/does, have/has, is/are etc).</p> <p>Write commands which begin with imperative verbs (chop the cheese, spread the butter etc).</p> <p>Use co-ordinating (and, but, so) and subordinating (because when, if) conjunctions to join sentences and clauses.</p> <p>Write expanded noun phrases using adjectives (the blue butterfly, the beautiful, blue butterfly)</p> <p>Write expanded noun phrases using additional nouns (the butterfly with blue wings, the man on the moon).</p>	<p><b>Introduce</b> Using the suffix –ness to change adjectives to nouns (kind-kindness, dark-darkness, polite-politeness).</p> <p>Using the suffix –er to form comparative adjectives (big-bigger, small-smaller).</p> <p>Using the suffix –est to form superlative adjectives (big-biggest, fast-fastest)</p> <p>Using the suffix –ly to turn adjectives to adverbs (slow-slowly, quiet-quietly).</p> <p>Combining words to form compound words (e.g. superman, whiteboard).</p> <p>Forming adjectives using -ful (wonderful, beautiful) and -less (thoughtless, careless).</p>	<p><b>Introduce:</b> Commas to separate items in a list.</p> <p>Commas to separate adjectives in a sentence (The small, white mouse).</p> <p>Apostrophes for contractions to show where letters are missing (It’s doesn’t, I’m, He’s etc).</p> <p>Apostrophes to show singular possession in nouns (the girl’s name).</p>	<p><b>Introduce:</b> Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Noun Past tense Present tense Apostrophe Comma Contraction Imperative (bossy) verbs.</p>

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<p><b>Consolidate:</b> Sequencing sentences to form short narratives.</p> <p>Plan short narrative with beginning / middle / end.</p>	<p><b>Consolidate:</b> Write statements and questions.</p> <p>Write noun phrases using adjectives.</p>	<p><b>Consolidate:</b> Determiners (a, the)</p>	<p><b>Consolidate:</b> Full stops and capital letters to start and end sentences.</p> <p>Question marks for questions.</p> <p>Exclamation marks for exclamations.</p>	<p><b>Consolidate:</b></p>

Year 3				
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<p><b>Introduce:</b></p> <p>Introduce paragraphs as a way of grouping material e.g. non-chronological report writing.</p> <p>Using headings and subheadings to aid presentation.</p> <p>Using the present perfect form of verbs instead of the simple past. (He has gone out to play. He went out to play). Past tense for actions completed in the past. Perfect tense for actions started in the past still relevant or happening now.</p>	<p><b>Introduce:</b></p> <p>To express time using subordinating conjunctions (when, while, before) to join dependent sentences.</p> <p>To express time using adverbs (first, then soon, next).</p> <p>To express time using prepositions (in, on, at etc. e.g. in 5 minutes on Saturday, at the weekend)</p> <p>To express place using conjunctions (in, on, at e.g. in the box, on the table, at the back).</p> <p>To express cause using subordinating conjunctions (because, since) e.g. he went to bed because he was tired.</p>	<p><b>Introduce</b></p> <p>Using the determiner a or an according to whether the next word (noun or adjective) begins with a vowel or consonant.(e.g. a rock, an orange, a closed box, an open box).</p> <p>Formation of nouns using a range of prefixes ( super, superglue, anti-antibacterial, auto-autograph)</p> <p>Use similes(as.....as, like a...) as adverbs of manner (how things happen e.g. as quick as a flash, like lightning)</p> <p>Use similes as adjectives to describe nouns (e.g. his face was as red as a cherry).</p> <p>Use metaphors to describe nouns.</p>	<p><b>Introduce:</b></p> <p>The use Inverted commas to punctuate direct speech.</p>	<p><b>Introduce:</b></p> <p>preposition co-ordinating conjunction subordinating conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas simile metaphor alliteration determiner perfect tense heading sub-heading</p>

	<p>Using adverbs of manner (adverbs for how -ly words) to start sentences ( Carefully, she crept along the floor)</p> <p>Use alliteration (words starting with the same sound)</p>			
<p><b>Consolidate:</b></p> <p>Using past tense for regular and irregular verbs. Using the progressive form of verbs (past and present). Use a particular text consistently throughout a piece of writing.</p>	<p><b>Consolidate:</b></p> <p>Write questions and commands.</p> <p>Use co-ordinating (and, but so) and subordinating (if, when, because) conjunctions to join clauses.</p> <p>Write expanded noun phrases.</p>	<p><b>Consolidate:</b></p> <p>Use suffixes –er and –est to form comparative and superlative adjectives.</p>	<p><b>Consolidate:</b></p> <p>Capital letters and full stops to demarcate sentences.</p> <p>Apostrophes for omission (contraction) and possession</p>	<p><b>Consolidate:</b></p> <p>Adjective Adverb Verb Noun Past tense Present tense Co-ordinating conjunction Subordinating conjunction Co-ordinate clause Subordinate clause</p>

Year 4				
Text Structure	Sentence construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b></p> <p>Paragraphs to organise ideas around a theme in narrative (e.g. for a change in time, place, character etc)</p> <p>Develop cohesion (links) within and across sentences using pronouns (he, she, it), possessive pronouns (his, her, its) nouns or synonyms (similar nouns) to avoid repetition.</p> <p>Past perfect form of verbs (had + past participle) for actions begun before a past action e.g. I was tired. I had worked hard all day.</p>	<p><b>Introduce:</b></p> <p>Expanded noun phrases by adding other adjectives (e.g. the strict teacher (noun phrase) the strict teacher (expanded noun phrase).</p> <p>Expanded noun phrases by adding nouns and prepositional phrases (the strict teacher with the curly hair).</p> <p>Fronted adverbials for time (later that day), place (in the distance ) and manner (as quick as a flash).</p> <p>Position speech, using inverted commas, in different parts of a sentence (beginning, middle, end).</p>	<p><b>Introduce</b></p> <p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections (e.g. was/were) instead of local spoken forms.</p>	<p><b>Introduce:</b></p> <p>Inverted commas and other punctuation for direct speech (e.g. a comma after the reporting clause: the conductor shouted, “Sit down!”)</p> <p>Include other punctuation within the inverted commas.</p> <p>Commas after fronted adverbials.</p> <p>Apostrophes to show plural possession (e.g. the girl’s bag, the girls’ bags).</p>	<p><b>Introduce:</b></p> <p>Pronoun Possessive pronoun Adverbial Fronted adverbial Noun phrase Expanded noun phrase Cohesion</p>

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<p><b>Consolidate:</b></p> <p>Using the present perfect form of verbs instead of the simple past</p>	<p><b>Consolidate:</b></p> <p>Express time and place using conjunctions, adverbs and prepositions</p> <p>Express cause using conjunctions.</p> <p>Start sentences with adverbs of manner (ly words)</p>	<p><b>Consolidate:</b></p> <p>Similes and metaphors</p>	<p><b>Consolidate:</b></p> <p>Capital letters. Apostrophes for omission and possession Comas to separate items in a list.</p>	<p><b>Consolidate:</b></p>

Year 5				
Text Structure	Sentence construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b></p> <p>Develop cohesion within paragraphs using adverbs (then, next, after that)</p> <p>Develop cohesion across paragraphs using adverbials of time (e.g. later, after a few hours).</p> <p>Develop cohesion across paragraphs using adverbials of place (e.g nearby, in the distance).</p> <p>Develop cohesion across paragraphs using adverbials of number (e.g secondly).</p> <p>Develop cohesion across paragraphs using tenses choices (e.g. he saw the girl. He knew he had seen her before).</p>	<p><b>Introduce:</b></p> <p>Relative clauses beginning with relative pronouns (who, which, that) or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs (e.g perhaps, surely: Perhaps it's going to rain).</p> <p>Indicate degrees of possibility using modal verbs (e.g should, must can , might, will: It will rain).</p> <p>Rhetorical questions which do not require an answer to engage the reader.</p> <p>Beginning to position clauses in different parts of multi clause sentences.</p>	<p><b>Introduce</b></p> <p>Convert nouns or adjectives into verbs using suffixes: e.g. -ate; valid, validate -ise; liquid, liquidise -ify; solid, solidify.</p> <p>Verb prefixes to change the meaning of verbs e.g: Dis- disobey De – deactivate Mis – misbehave Over – overreact Re -reread</p>	<p><b>Introduce:</b></p> <p>Indicate parenthesis using commas, brackets or dashes.</p> <p>Use commas to clarify meaning and avoid ambiguity. (Let's eat, Grandma. I love eating, my family and reading)</p>	<p><b>Introduce:</b></p> <p>Modal verb Relative pronoun Relative clause Bracket Dash Parenthesis Cohesion Ambiguity Rhetorical questions Clause Multi-clause sentences.</p>



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Text Structure	Sentence construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate:</b></p> <p>Use of paragraphs to organise ideas. Develop cohesion (links) within and across sentences.</p>	<p><b>Consolidate:</b></p> <p>Expanded noun phrases  Fronted adverbials for time, place and manner. Position speech in different parts of a sentence.</p>	<p><b>Consolidate:</b></p> <p>Standard English forms for verb inflections  The grammatical difference between plural and possessive –s.</p>	<p><b>Consolidate:</b></p> <p>Capital letters and full stops. Use inverted commas and other punctuation for direct speech. Apostrophes for omission and singular and plural possession. Commas to separate items in a list and after fronted adverbials.</p>	<p><b>Consolidate:</b></p>

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Text Structure	Sentence construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> <li>• Repetition of a word or phrase</li> <li>• Grammatical connections e.g. adverbials (on the other hand, in contrast)</li> <li>• Ellipsis</li> </ul> <p>Layout devices (headings, sub-headings, columns, bullets, tables) to structure texts.</p> <p>Use speech to convey character or advance the action.</p> <p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader.</p>	<p><b>Introduce:</b></p> <p>Use the passive voice to affect the presentation of information in a sentence or make writing more formal.</p> <p>Use sentences structures typical of formal speech e.g. passive voice and subjunctive (I if were you...).</p>	<p><b>Introduce</b></p> <p>Developing vocabulary typical of formal and informal speech and writing (e.g find out – discover).</p> <p>How words are related by meaning (synonyms and antonyms: shades of meanings)</p>	<p><b>Introduce:</b></p> <p>Use a colon after and independent clause to introduce a list.</p> <p>Use semi-colons to separate longer items in a list.</p> <p>Use a colon to add example or explanation after an independent clause.</p> <p>Use a semi colon rather than a full stop or conjunction link two independent clauses.</p> <p>Use a dash to mark the boundary between two clauses.</p> <p>Punctuation of bullet points to list information.</p> <p>Use hyphens to avoid ambiguity (recover, re-cover; man eating shark, man-eating shark).</p>	<p><b>Introduce:</b></p> <p>Subject Object Active Passive Synonym, antonym Colon Semi-colon Hyphen Bullet points Ellipsis</p>

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<p><b>Consolidate:</b></p> <p>Use of paragraphs to organise ideas.</p> <p>Develop cohesion within and across sentences and paragraphs.</p>	<p><b>Consolidate:</b></p> <p>Expanded noun phrases</p> <p>Fronted adverbials for time, place and manner.</p> <p>Position speech in different parts of a sentence.</p> <p>Relative clauses beginning with relative pronouns</p> <p>Indicate degrees of possibility using and modal verbs</p> <p>Position clauses in different parts sentences.</p>	<p><b>Consolidate:</b></p> <p>Standard English forms for verb inflections</p> <p>The grammatical difference between plural and possessive –s.</p> <p>Convert nouns or adjectives into verbs using suffixes</p> <p>Verb prefixes to change the meaning of verbs</p>	<p><b>Consolidate:</b></p> <p>Capital letters and full stops. Use inverted commas and other punctuation for direct speech.</p> <p>Apostrophes for omission and singular and plural possession.</p> <p>Comas to separate items in a list, after fronted adverbials and to clarify meaning and avoid ambiguity.</p> <p>Indicate parenthesis using commas, brackets or dashes.</p>	<p><b>Consolidate:</b></p>