| [Milestone](file:///C%3A%5C%5Cmilestone) 1 EYFS Grammar Progression |
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| **Word** | Sound out words to spell them. Write my name correctly. |
| **Sentence** | Write simple sentences with words with known sound-letter correspondences. Begin to re-read what they have written to check that it makes sense.\*Speaking: Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Begin to use more complex sentences to link thoughts when speaking, e.g. using ‘and’ and ‘because’. \*\*Begin to understand ‘why’ and ‘how’ questions. • Question why things happen and give explanations and ask questions, e.g. who, what, when, how. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. |
| **Text** |  |
| **Punctuation** | \*Know that text is written from left to right, top to bottom. \*Know that words are demarcated by spaces. Use a capital letter and full stop when writing.\* Use spaces between words.  |
| **Terminology for pupils** |  letter, capital, space, full stop, word, sentence |

| [Milestone](file:///%5C%5C%5C%5Cmilestone) 1 Year 1 Grammar Progression |
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| **Word** | Regular **plural** **noun** **suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]**Nouns****Personal pronouns****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.* ***Verbs*** *(state of being and past tense action)***Adjectives** to describe e.g. *The* ***old*** *house…* ***Adjectives*** *after a state of being verb.***Alliteration** e.g. *dangerous dragon* **Similes using as….as…** e.g. *as tall as a house* **Precise, clear language to give information e**.g. *First, switch on the red button. Next, wait for the green light to flash...* Resources: Letters and Sounds. |
| **Sentence** | How **words** can combine to make **sentences**Joining **words** and joining **clauses (two complete thoughts)** using *and***Introduce:** **Types of sentences:** statements /questions/ exclamations [using How.. and What..]**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** e.g. *The giant had an enormous beard.* **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings* ***and*** *slid down the slide.* *Spiders can be small* ***or*** *they can be large. Charlie hid* ***but*** *Sally found him.* *It was raining* ***so*** *they put on their coats.* **Complex sentences:** **Use of ‘who’ (relative clause)** e.g. *Once upon a time there was a little old woman* ***who*** *lived in a forest. There are many children* ***who*** *like to eat ice cream.* **‘Run’ - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat; a green dragon, a fiery dragon.***Maintain consistent past tense when writing.**Resources: Pie Corbett’s progression; Jumpstart grammar ; Sue Palmer materials etc |
| **Text** | Sequencing **sentences** to form short narratives**Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain etc **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 -** *Finally,….* **Non-fiction:** **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 See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Separation of **words** with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Capital letters for names and for the personal **pronoun** *I***Introduce:** Exclamation marks Speech bubbles – concept of speechBullet points Resources: Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | letter, capital letterword, singular, pluralsentencepunctuation, full stop, question mark, exclamation mark**Consolidate:** Finger spaces **Introduce:** Speech bubble Bullet points Adjective Verbs Connective Alliteration Simile – ‘as’  |

| Milestone 1 Year 2 Grammar Progression |
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| **Word** | Formation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]Formation of **adjectives** using **suffixes** such as *–ful*, *–less*(A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs****Introduce:** **Common and proper nouns.****Singular and plural nouns****Prepositions of time, place and movement:** *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 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…. Distinguish between **main clauses and phrases** Resources: No-Nonsense Spelling scheme Year 2; Letters and Sounds; Support for Spelling; Pie Corbett’s progression. |
| **Sentence** | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)Expanded **noun** **phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command**Introduce:** **Types of sentences:** statements/ questions/ exclamations [using How…and What…]/ commands e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **-‘ly’ starters** **Maintain correct subject/verb agreement when using singular and plural subjects.****Identify and write a present tense action verb and maintain consistent tense.****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 connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Additional subordinating conjunctions:** *what /while/ where/ because/ then/ so that/ 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. **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.* Resources: Pie Corbett’s progression; Jumpstart grammar ; Sue Palmer materials etc |
| **Text** | Correct choice and consistent use of **present tense** and **past** **tense** throughout writingUse of the **progressive** [continuous] formof **verbs** in the **present** and **past** **tense** to mark actions in progress [for example, *she is drumming*, *he was* *shouting*]**Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid etc**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. **Non-Fiction** **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? See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Commas to separate items in a list**Apostrophes** to mark where letters are missing in contracted forms [eg. don’t, can’t] and to mark singular possession in nouns [for example, *the girl’s name*]**Introduce:** **Comma** after –ly opener e.g. *Fortunately,….Slowly,….* **Identify and write commas to list nouns and adjectives**Identify and write apostrophes for contraction.**Speech bubbles /speech marks for direct speech** ***Implicitly understand how to change from indirect speech to direct speech*** Resources: Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | noun, noun phrase, statement, question, exclamation, command [bossy verbs]compound, suffixadjective, adverb, verbtense (past, present)apostrophe, comma**Punctuation** - Finger spaces - Letter - Word - Sentence - Full stops - Capital letter - Question mark - **Exclamation mark [used with What… How…]** - Speech bubble - Bullet points Singular/ plural Connective Alliteration Simile – ‘as’/ ‘like’ Introduce: Commas for description ‘Speech marks’ Subordinating conjunctions  |

| Milestone 2 Year 3 Grammar Progression |
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| **Word/****spelling** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]Learn Year 3 Statutory NC wordsIdentify and write **adverbs** that modify adjectives.**Adverbs and adverbial phrases** of time, manner and place.Powerful verbs eg. stare, slitherBoastful language eg. extraordinary, unbelievableMore specific/ technical vocabulary to add detailResources: No-Nonsense Spelling scheme Year 3; Big Spell; Pie Corbett’s progression; |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]-Secure understanding of simple, compound and complex sentences-Coordinating conjunctions [and so but or] for compound sentences  -Subordinating conjunctions [because, if, when, although, unless etc] for complex sentences- Identify and write personal pronouns to replace nouns.-Identify and write prepositional phrases and adverbial phrases within or beginning a compound sentence.-Introduce and embed use of adverbial phrases to add detail of where, when and how something happens.-Introduce use of dropped in relative clauses starting with who, whose, whom, which, that-Use pattern of 3 for description and persuasionResources: Pie Corbett’s progression; Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Text** | Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]Ensure children know it is **should have/ could have/ would have** [not **should of** etc]**Introduce:** **Fiction** Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid 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** **Introduce:** Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids Paragraphs to organise ideas around a theme **Introduction**: develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….? **Middle Section(s**): group related ideas /facts into paragraph; 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 commentUse 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 hat behind. See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speechSecure use of capital letters, full stops, question marks, exclamation marks and commas for lists.Distinguish between statements and exclamations.Identify and write exclamations (what/how)Introduce colon for lists/ ellipses/ commas after fronted adverbials, commas around dropped in relative clauses.Consolidate use of apostrophes for singular possession and for contractions [Year 2]Resources: Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | preposition conjunctionword family, prefixclause, subordinate clausedirect speechconsonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’)adverb /adverbial**Consolidate:** Punctuation - 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 Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present,future)Generalisers Alliteration Simile – ‘as’/ ‘like’ **Introduce:** - Coordinating conjunction - Subordinating conjunction - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative (bossy words)- Colon for instructions  |

| Milestone 2 Year 4 Grammar Progression |
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| **Word** | The grammatical difference between **plural** and **possessive** *–s*Standard English forms for **verb** **inflections** instead of local spoken forms [for example, *we were* instead of *we was*,or *I did* instead of *I done*]Learn Year 3/4 Statutory NC wordsContinue to develop use of PrepositionsComparative and Superlative adjectivesProper nounsResources: No-Nonsense Spelling scheme Year 4; Big Spell; Pie Corbett’s progression; Talkless teaching. |
| **Sentence** | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases(e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)**Fronted** **adverbials** [for example, *Later that day*, *I heard the bad news.*]Convert spoken word into direct speech starting with a reporting clause.Distinguish between a main clause and subordinate clause.Distinguish between coordinating and subordinating conjunctions.Identify and write complex sentences which open with a main or subordinate clause.-Secure understanding of simple, compound and complex sentences.-Use short sentences for impact.-Start sentences in a range of ways:* With a simile eg. Like a wailing cat, he….
* With an ed clause eg. Exhausted, she…
* With an expanded ing clause eg. Hopping hurriedly, she…

-Dropped in ing clauses eg. Mary, laughing at the teacher, ….-Consolidate relative clauses [see Year 3]-Continue to develop use of dialogue-Use pattern of 3 and repetition for description and persuasionResources: Pie Corbett’s progression; Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Text** | Use of paragraphs to organise ideas around a themeAppropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetitionEnsure children know it is **should have/ could have/ would have** [not **should of** etc]**Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /’Boxing-up’ 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 or dilemma resolution /ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters. **Non-Fiction** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams **Introduction/ Middle section(s)/ Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Full use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]**Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ names*]Use of commas after **fronted** **adverbials** and to mark clauses.Basic punctuation used accurately [non-negotiables]Resources: Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | determinerpronoun, possessive pronounadverbial/ fronted adverbial**Consolidate:** **Punctuation** - 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 Singular/ plural Prefix/ SuffixWord familyConsonant/ vowelAdjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future)Connective / Conjunction Preposition Clause / Subordinate clause Relative clause / Relative pronoun *Coordinating conjunction* /*Subordinating conjunction* Alliteration Simile – ‘as’/ ‘like’ Synonyms Apostrophe – plural possession  |

| Milestone 3 Year 5 Grammar Progression |
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| **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate;* *–ise; –ify*]**Verb** **prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]**Consolidate Year 3/4 statutory NC words****Learn Year 5 statutory NC words**Introduce: Consolidate similesMetaphor Personification Onomatopoeia Developed use of technical language Resources: No-Nonsense Spelling scheme Year 5; Big Spell; Pie Corbett’s progression; Talkless teaching. |
| **Sentence** | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronounIndicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal** **verbs** [for example, *might*, *should*, *will*, *must*]Use compound sentences with semi-colonsIntroduce: -Secure use of simple / embellished simple sentences and compound sentences -Further development of complex sentences through:* Subordination [subordinating conjunctions]
* Main and subordinate clauses with full range of conjunctions:
* Expanded –ed clauses as starters
* Elaboration of starters using adverbial phrases
* Drop in –‘ed’ clause
* Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect
* Moving sentence chunks (how, when, where) around for different effects
* 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.*

Resources: Pie Corbett’s progression; **Grammar for Writing**; Jumpstart grammar ; Sue Palmer materials etc |
| **Text** | Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]Expand on direct speech to advance the plot.Open, embed or end a paragraph with direct speech**Introduce:** Secure independent use of planning tools eg Story mountain /grids/flow diagrams etcPlan opening using description /action/ dialogue **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points using 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, lookforward to the future ask a question. **Non-Fiction** **Introduce:** **Independent planning** across all genres and application Secure use of range of layouts suitable to text. **Structure:** Introduction / Middle / Ending **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts. Use rhetorical questions to draw reader in Express own opinions clearly /consistently maintain viewpoint Summary clear at the end to appeal directly to the reader See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguityIdentify and write ellipsis as a stop mark, a pause and an incomplete thoughtConvert spoken word into direct speechConsolidate Year 4 Introduce: Rhetorical question Colons and semi- colons for lists Resources: Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | modal verb, relative pronounrelative clause – identify, write and embed into simple, compound and complex sentencesIdentify conjunctive adverbs to open sentencesparenthesis, bracket, dashcohesion, ambiguityIdneitfy and write expanded noun phrases that include a prepositional prases**Consolidate:**-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 -Singular/ plural -Suffix/ Prefix -Word family -Consonant/Vowel -Adjective / noun / noun phrase /verb / adverb / preposition -Bossy verbs - imperative -Tense (past, present, future) -Conjunction / Connective -Determiner- Relative clause/ pronoun -Subordinate-Adverbial -Fronted adverbial -Alliteration / Simile – ‘as’/ ‘like’ -Synonyms **Introduce:** - Determiner - Cohesion - Ambiguity - Personification - Onomatopoeia -Rhetorical question - Tense: present and past progressive/ present and past perfect |

| Milestone 3 Year 6 Grammar Progression |
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| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].Modal verbs to indicate possiblity**Consolidate Year 3/4/5 statutory NC words****Learn Year 6 statutory NC words**Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors Resources: No-Nonsense Spelling scheme Year 5; Big Spell; Pie Corbett’s progression; Talkless teaching. |
| **Sentence** | Distinguish between active and passive voice.Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse(active)* versus *The window in the greenhouse was broken (by me)*].The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]Secure use of simple / embellished simple sentences to enhance mood/add emphasisSecure use of compound sentences Secure use of complex sentences: -Subordination -Main and subordinate clauses with full range of conjunctions 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*) Distinguish and write a combination of sentences to avoid repetitionResources: Pie Corbett’s progression; **Grammar for Writing**; Jumpstart grammar ; Sue Palmer materials etc |

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| **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*,or *as a consequence*], and **ellipsis**Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]Identify and write single non-standard English in direct speech for characterisation.Identify and write exaggeration /’hyperbole’Identify and write anaphora**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 creating cohesion Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of a narrative.Secure development of characterisation **Non-fiction:** Secureplanning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader See Pie Corbett’s progression and Talk4Writing materials for details; Chris Smith’s storytelling materials. |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]Use of the colon to introduce a list and use of semi-colons within lists**Punctuation** of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]Resources: Grammar for Writing; Jumpstart grammar ; Sue Palmer materials etc |
| **Terminology for pupils** | subject, objectactive, passivesynonym, antonymellipsis, hyphen, colon, semi-colon, bullet points**Consolidate:** **-Punctuation**: full stops/ capitals / question mark/ exclamation mark /bracket/ dash -Punctuation of speech: ‘Speech marks’ / Inverted commas /direct speech / Indirect speech - Apostrophe contractions/ possession-sentence / statement /question /exclamation /command - Commas for sentence of 3 – description, action, views/opinions, facts - Parenthesis -Singular/ plural -Suffix/ Prefix -Word family /Consonant/Vowel -Word classes [including relative/possessive pronouns]-Bossy verbs - imperative -Tense (past, present, future) -Modal verb -Clause /subordinate / relative clause -Adverbial / fronted adverbial -Rhetorical question -Present and past progressive ***-***Present perfect; past perfect -Cohesion /Ambiguity -Alliteration /simile – ‘as’/ ‘like’ / metaphor /synonyms /personification/ onomatopoeia **Introduce:** - Subjunctive  |

Statutory requirement of the National Curriculum in blue.