


## Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b></p> <p><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> Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p><b>Non-fiction:</b> <b>Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b></p> <p>Names Labels Captions Lists Diagrams Message</p>	<p><b>Introduce:</b></p> <p><b>Simple sentences</b></p> <p><b>Simple Connectives:</b> and who until but</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)</b> and / but</p> <p><b>-‘ly’ openers</b> Luckily / Unfortunately,</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:</b></p> <p><b>Determiners</b> the a my your an this that his her their some all</p> <p><b>Prepositions:</b> up down in into out to onto</p> <p><b>Adjectives</b> e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g. luckily, unfortunately, fortunately</p> <p><b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>





Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (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</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> Once upon a time.....</p> <p><b>Build-up</b> One day....</p> <p><b>Problem / Dilemma</b> Suddenly,.../ Unfortunately,...</p> <p><b>Resolution</b> Fortunately,...</p> <p><b>Ending</b> Finally,....</p>	<p><b>Consolidate Reception list</b> (See Connectives and Sentence Signposts doc.)</p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> and or but so because so that then that while when where</p> <p><b>Also as openers:</b> While... When... Where...</p> <p><b>-‘ly’ openers</b> Fortunately,...Unfortunately, Sadly,...</p> <p><b>Simple sentences</b> e.g. I went to the park. The castle is haunted.</p> <p><b>Embellished simple sentences using adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b> inside outside towards across under</p> <p><b>Determiners:</b> the a my your an this that his her their some all lots of many more those these</p> <p><b>Adjectives</b> to describe e.g. The <b>old</b> house... The <b>huge</b> elephant...</p> <p><b>Alliteration</b> e.g. dangerous dragon slimy snake</p> <p><b>Similes using as....as...</b> e.g. as tall as a house as red as a radish</p> <p><b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash.....</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>Non-fiction:</b> <b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</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 them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings <b>and</b> slid down the slide. Spiders can be small <b>or</b> they can be large. Charlie hid <b>but</b> Sally found him. It was raining <b>so</b> they put on their coats.</p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. 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.</p> <p><b>'Run' - Repetition for rhythm</b> e.g. He walked and he walked and he walked.</p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p><i>Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</i></p> <p><i><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)</i></p> <p><i>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		<p><b><u>Introduce:</u></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>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p> 
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Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>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 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. In a land far away.... One cold but bright morning.....</p> <p><b>Build-up</b> e.g. Later that day</p> <p><b>Problem / Dilemma</b> e.g. To his amazement</p> <p><b>Resolution</b> e.g. As soon as</p> <p><b>Ending</b> e.g. Luckily, Fortunately,</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</b> <b>Introduce:</b> (See Connectives and Sentence Signposts doc.)</p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-‘ly’ starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. The boys peeped inside the dark cave. <b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b> <b>who/which</b> e.g. Sam, <b>who</b> was lost, sat down and cried.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> behind above along before between after</p> <p><b>Alliteration</b> e.g. wicked witch slimy slugs</p> <p><b>Similes using...like...</b> e.g. ... like sizzling sausages ...hot like a fire</p> <p><b>Two adjectives to describe the noun</b> e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p><b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b> Most dogs....</p>	<p><b>Consolidate Year 1 list</b> <b>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. Fortunately,....Slowly,....</p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't</p>	<p><b><u>Consolidate:</u></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>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</p> <p><b>Ending</b>  Make final comment to  reader  Extra tips! / Did you know  facts? / True or false?</p> <p><i>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</i></p> <p><i>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>)</i></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>  what/while/when/where/ because/ then/so that/ if/to/until  e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  During 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. lots of people, plenty of food</p> <p><b>List of 3 for description</b>  e.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</p>	<p>Some cats....</p> <p><i>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</i></p> <p><i>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</i></p> <p><i>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></i></p>		<p><b><u>Introduce:</u></b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Commas for description</b></p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Bossy verbs</b></p> <p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p><b>Generalisers</b></p> 
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<p><b>Consolidate Year 2 list</b></p> <p><b>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 Types 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</b></p> <p><b>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. Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences:</b>  <b>Adverb starters to add detail</b> e.g. Carefully, she crawled along the floor of the cave....  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</b>, we discovered a hidden box.  <b>At the back of the eye</b>, is the retina.  <b>In a strange way</b>, he looked at me.</p> <p><b>Compound sentences (Coordination)</b>  using connectives:  and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.)</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b>  Next to by the side of  In front of during  through throughout  because of</p> <p><b>Powerful verbs</b>  e.g. stare, tremble, slither</p> <p><b>Boastful Language</b>  e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b>  e.g.  A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof.</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,</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. What you need:</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><i>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</i></p>	<p><b><u>Consolidate:</u></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>• 'Speech marks'</li> <li>• Bullet points</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 Verb / adverb</b></p> <p>Bossy verbs  <b>Tense (past, present, future)</b>  Connective  Generalisers</p> <p>Alliteration  Simile – 'as' / 'like'</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  <b>Paragraphs</b> to organise ideas  around a theme  <b>Introduction</b>  Develop hook to introduce  and tempt reader in e.g.  Who....? What....? Where....?  Why....? When....? How....?  <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  Flow diagram  <b>Develop Ending</b>  Personal response  Extra information / reminders  e.g. Information boxes/ Five  Amazing Facts  Wow comment</p> <p><i>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.</i></p>	<p><b>-‘ing’ clauses as starters</b> e.g.  Sighing, the boy finished his  homework.  Grunting, the pig lay down to  sleep.</p> <p><b>Drop in a relative clause using:</b>  <b>who/whom/which/whose/  that</b> e.g.  The girl, <b>whom</b> I remember,  had long black hair.  The boy, <b>whose</b> name is George,  thinks he is very brave.  The Clifton Suspension bridge,  <b>which</b> was finished in 1864, is a  popular tourist attraction</p> <p><b>Sentence of 3 for description</b> e.g.  The cottage was almost invisible,  hiding under a thick layer of  snow and glistening in the  sunlight.</p> <p>Rainbow dragons are covered  with many different coloured  scales, have enormous, red eyes  and swim on the surface of the  water.</p> <p><b>Pattern of 3 for persuasion</b> e.g.  Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce  non-fiction paragraphs</b> e.g.  Dragons are found across the  world.</p> <p><b><u>Dialogue –powerful speech verb</u></b>  e.g. “Hello,” she whispered.</p>	<p><b>beauty – beautiful</b></p> <p><i>Use of determiners a or  an according to  whether next word  begins with a vowel  e.g. a rock, an open box</i></p>		<p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Conjunction</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas (or  speech marks)</b></li> <li>• <b>Prefix</b></li> <li>• <b>Consonant/Vowel</b></li> <li>• <b>Clause</b></li> <li>• <b>Subordinate clause</b></li> <li>• <b>Determiner</b></li> <li>• <b>Synonyms</b></li> <li>• <b>Relative clause</b></li> <li>• <b>Relative pronoun</b></li> <li>• <b>Imperative</b></li> <li>• <b>Colon for instructions</b></li> </ul> 
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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</b>  <b>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>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. It was midnight.  It's great fun.</p> <p><b>Start with a simile</b>  e.g. As curved as a ball, the moon shone brightly in the night sky.  Like a wailing cat, the ambulance screamed down the road.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with range of subordinating conjunctions.  <b>(See Connectives and Sentence Signposts doc.)</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Prepositions</b>  at underneath since towards beneath beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative</b> adjectives  e.g.  small...smaller...smallest  good...better...best</p> <p><b>Proper nouns</b>-refers to a particular person or thing  e.g. Monday, Jessica, October, England</p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p><i>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</i></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b>  <b>Commas</b> to mark clauses</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. "It's late," gasped Cinderella!</p> <p><b>Apostrophes</b> to mark <i>singular and plural possession</i>  (e.g. the girl's name, the boys' boots)</p>	<p><b><u>Consolidate:</u></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>• 'Speech marks'</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</b>  <b>Verb / Adverb</b>  Bossy vbs - imperative  <b>Tense (past, present, future)</b>  Connective  <b>Conjunction</b>  <b>Preposition</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</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><i>Appropriate choice of pronoun or noun across sentences</i></b></p>	<p><b>-‘ed’ clauses as starters</b> e.g.  Frightened, Tom ran straight home to avoid being caught.  Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g.  Grinning menacingly, he slipped the treasure into his rucksack.  Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>Drop in –‘ing’ clause</b> e.g.  Jane, laughing at the teacher, fell off her chair.  The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> e.g.  Sam rushed down the road, jumped on the bus and sank into his seat.  The Romans enjoyed food, loved marching but hated the weather.</p> <p><b>Repetition to persuade</b> e.g.  Find us to find the fun</p> <p><b>Dialogue</b> - verb + adverb -  <u>“Hello,” she whispered, shyly.</u></p> <p><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</i></p>			<p>Determiner/ generaliser  <b>Clause</b>  <b>Subordinate clause</b>  Relative clause  Relative pronoun</p> <p>Alliteration  Simile – ‘as’/ ‘like’  Synonyms</p> <p><b><u>Introduce:</u></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 - possession</b></li> </ul> 
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<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Secure independent use of planning tools Story mountain / grids / flow diagrams (Refer to Story Types grids)</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 weave action, description, character, 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 forward to the future ask a question.</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Secure use of simple / embellished simple sentences</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: (See Connectives and Sentence Signposts doc.)</p> <p><b>Expanded –ed clauses as starters</b> e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p><i>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</i></p> <p><i>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Rhetorical question Dashes Brackets Colons</p> <p><i>Use of commas to clarify meaning or avoid ambiguity</i></p>	<p><b>Consolidate:</b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Letter/ Word</li> <li>Sentence</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> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> Determiner/ generaliser <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>  <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 / Middles / 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</p> <p>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><b>Drop in –‘ed’ clause</b> e.g.  Poor Tim, exhausted by so much effort, ran home.  The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</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.  The siren echoed loudly  ....through the lonely streets  ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b>  (speech + verb + action) e.g.  “Stop!” he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b><u>Introduce:</u></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>• <b>Metaphor</b></li> <li>• <b>Personification</b></li> <li>• <b>Onomatopoeia</b></li> <li>• <b>Rhetorical question</b></li> </ul> 
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<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 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, rhetorical questions</p> <p>Express balanced coverage</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:</b> <b>(Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions: <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Active and passive verbs to create effect</b> e.g. <b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p><i>Expanded <b>noun phrases</b> 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)</i></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><i>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</i></p>	<p><b>Consolidate Year 5 list</b></p> <p><i>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma</i></p> <p><i>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i></p>	<p><b><u>Consolidate:</u></b></p>  <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</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>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3</b> – description, action</li> <li>• <b>Colon</b> – instructions</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</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>modal verb</b> <b>Conjunction / Connective</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive</b> <b>Clause</b></p>

<p>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><i>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:</i></p> <p><i>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and <b>elision</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</i></p>	<p><i>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)</i></p>			<p><b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia</p> <p><b><u>Introduce:</u></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</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> </ul> 
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