

# Pie Corbett's teaching guide for Progression in Writing

Developed with the South2together writing project and adapted for use at La Fontaine Academy

talk4writing.com



## Reception

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Introduce</u></b>  <b>Determiners</b>  <i>The a my your</i>  <i>an</i>  <i>This that his her</i>  <i>Some all</i></p> <p><b>Prepositions:</b>  <i>Up down</i>  <i>In into</i>  <i>Out to onto</i>  <i>Next to between</i>  <i>Under on behind</i>  <i>In front of</i></p> <p><b>Adjectives</b>  <i>e.g. old, little, big,</i>  <i>small, quiet</i></p> <p><b>Pronouns:</b>  <i>I he she me</i>  <i>Her we you they</i>  <i>it him</i></p>	<p><b><u>Introduce</u></b>  <b>Simple sentences</b></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using conjunctions:</b>  <i>and</i></p> <p><b>Rhyming words and creating simple rhyming sentences</b>  <i>E.g. A cat is on a mat.</i></p>	<p><b><u>Introduce</u></b>  <b>Planning Tool</b> –Story map /story mountain</p> <p><b>Discuss setting, plot, characters</b></p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beg/ middle /end</b></p> <p><b>Retell simple story:</b>  <i>Once upon a time</i>  <i>First / Then / Next</i>  <i>Finally,.....happily ever after</i></p> <p><b>“Twist” a story, create own story using known structures</b></p> <p><b>Non-fiction:</b>  <b>Factual writing closely linked to a story (Recount using first, then, next)</b></p> <p><b>Simple factual sentences based around a theme</b>  Names  Labels  Captions</p>	<p><b><u>Introduce</u></b>  <b>Finger spaces</b></p> <p><b>Stop Marks:</b>  <ul style="list-style-type: none"> <li>• Full stops</li> </ul></p> <p><b>Capital letters for proper nouns</b></p> <p><b>Speech bubble</b></p>	<p><b><u>Introduce</u></b>  <b>Finger spaces</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Stop Marks:</b>  <b>Full stops</b></p> <p><b>Capital letter</b></p> <p><b>Rhyme</b></p> <p><b>Fiction</b></p> <p><b>Non-Fiction</b></p>

Year 1

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Reception list</p> <p><b><u>Introduce</u></b> <b>Adjectives</b> to describe e.g. The <b>old</b> house... <b>The huge</b> elephant...</p> <p><b>Regular plural noun</b> <b>suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes that can be</b> <b>added to verbs: ing,</b> <b>ed, er, est with no</b> <b>change to root word</b> (e.g. helping, helped, helper)</p> <p><b>How the prefix un–</b> <b>changes the meaning</b> <b>of verbs and</b> <b>adjectives</b> (Negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p><b><u>Consolidate</u></b> Reception list</p> <p><b><u>Introduce</u></b> <b>Fragment, Sentence</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</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> <b>using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious</i> <i>nuts.</i></p> <p><b>Multi-clause sentences:</b> <b>Compound sentences</b> using conjunctions: and/or/ but/so e.g. <i>The children played on the</i> <i>swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be</i> <i>large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their</i> <i>coats.</i></p>	<p><b><u>Consolidate</u></b> Reception list</p> <p><b>Orally rehearsing sentences before</b> <b>writing.</b></p> <p><b><u>Introduce</u></b> <b>Fiction</b></p> <p><b>Planning Tools:</b> Story map / story mountain/ boxing-up</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>1. Opening</b> <i>Once upon a time...</i></p> <p><b>2. Build-up</b> <i>One day...</i></p> <p><b>3. Problem / Dilemma</b> <i>Just then,.../ Sadly,...</i></p> <p><b>4. Resolution</b> <i>Happily,...</i></p>	<p><b><u>Consolidate</u></b> Reception list</p> <p><b><u>Introduce</u></b> <b>Capital Letters:</b> <b>Capital letter for</b> <b>names</b></p> <p><b>Capital letter for the</b> <b>personal pronoun I</b></p> <p><b>Stop Marks:</b></p> <ul style="list-style-type: none"> <li>• Full stops</li> <li>• Question marks</li> <li>• Exclamation marks</li> </ul> <p><b>Speech bubble</b></p>	<p><b><u>Consolidate</u></b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Fragment</p> <p><b>Stop Marks:</b> <b>Full stops</b></p> <p><b>Capital letter</b></p> <p><b>Simile – ‘like’</b></p> <p><b><u>Introduce</u></b> <b>Punctuation</b></p> <p><b>Stop Marks:</b> <b>Question mark</b> <b>Exclamation mark</b></p> <p><b>Adjective</b></p> <p><b>Speech bubble</b></p> <p><b>Singular/ plural</b></p> <p><b>Verb</b></p>

<p><b>Prepositions:</b>  <i>inside</i>  <i>outside</i>  <i>towards</i>  <i>across</i>  <i>under</i></p> <p><b>Determiners:</b>  <i>the a my your an</i>  <i>his her their some</i>  <i>all lots</i></p> <p><b>Alliteration</b>  e.g. <i>dangerous</i>  <i>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 (adverbs) to give information e.g.</b>  <i>First, switch on the red button.</i>  <i>Next, wait for the green light to flash...</i></p>	<p><b>Conjunctions:</b>  <i>and</i>  <i>or</i>  <i>but</i>  <i>so</i>  <i>because</i>  <i>then</i>  <i>that</i>  <i>when</i></p> <p><b>Also as openers:</b>  <i>When...</i></p> <p><b>-‘ly’ openers</b>  <i>Quietly, Slowly, Sadly,...</i></p> <p><b>Complex Sentences using conjunctions:</b>  <i>because</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><b>5. Ending</b>  <i>Finally,....</i></p> <p><b>Sequence sentences to form short narrative</b></p> <p>*****</p> <p><b><u>Introduce</u></b>  <b>Non-fiction</b></p> <p><b>Planning tools:</b>  text map / washing line/ boxing-up</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>theme</i></p> <p>Labelled diagrams</p> <p><b>Ending</b>  Concluding sentence</p>		
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Year 2

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Year 1 list</p> <p><b><u>Introduce</u></b> Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er, –ment</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</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>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch 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><u>Consolidate</u></b> Year 1 list</p> <p><b>Fragment, phrase, sentence</b></p> <p><b><u>Introduce</u></b> <b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>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>Multi-clause sentences: Secure use of compound sentences (Coordination)</b> using conjunctions: <i>and/ or / but / so</i></p> <p><b>Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p>	<p><b><u>Consolidate</u></b> Year 1 list</p> <p><b><u>Introduce</u></b> <b>Fiction</b></p> <p><b>Secure use of planning tools:</b> Story map /story mountain /boxing-up grid</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>1. Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p><b>2. Build-up</b> e.g. <i>Later that day</i></p> <p><b>3. Problem / Dilemma</b> e.g. <i>To his amazement</i></p> <p><b>4. Resolution</b> e.g. <i>As soon as</i></p> <p><b>5. 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><u>Consolidate</u></b> Year 1 list</p> <p><b><u>Introduce</u></b> <b>Demarcate sentences:</b> Capital letters</p> <p><b>Stop Marks:</b> Full stops Question marks Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma after –ly opener</b> e.g. <i>Fortunately, Slowly,</i></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i></p> <p><b>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</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>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Capital letter</li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Stop marks:</b></p> <ul style="list-style-type: none"> <li>• Full stops</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p><b>Singular/ plural</b></p> <p><b>Adjective</b> <b>Verb</b> <b>Conjunction</b> <b>Alliteration</b> <b>Simile – ‘as’/ ‘like’</b></p> <p><b><u>Introduce</u></b></p> <p><b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas for description</b></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. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p> <p><b>Generalisers for information, e.g.</b> <i>Most dogs...</i> <i>Some cats....</i></p>	<p><b>Complex sentences (Subordination)</b> <b>Subordinating conjunctions:</b> <i>That /if /when/ because/ then/so that/until</i> e.g. <b>When</b> the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>List of 3 for description</b> E.g., <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p><b>-‘ly’ starters (adverbials)</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p>	<p><b>Introduce</b> <b>Non-Fiction</b> <b>Secure use of planning tools:</b> Text map / washing line / Boxing –up grid</p> <p><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? 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><b>Speech bubbles /Inverted commas (speech marks) for direct speech</b></p>	<p><b>&amp; for list</b></p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement</b> <b>Question</b> <b>Exclamation</b> <b>Command</b> (Imperative (Bossy) verbs)</p> <p><b>Tense (past, present)</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrase</b></p> <p><b>Fragment</b> <b>Phrase</b> <b>Sentence</b></p> <p><b>Generalisers</b> <i>i.e. always, sometimes, never/ generally, usually, occasionally</i></p>
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Year 3

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Year 2 list</p> <p><b><u>Introduce</u></b> <b>Prepositions</b> <i>Next to</i> <i>by the side of</i> <i>In front of</i> <i>During</i> <i>Through/throughout</i> <i>because of</i></p> <p><b>Appropriate/accurate verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b> <i>E.g. magnificent, unbelievable, exciting!</i></p> <p><b>More technical vocabulary to add detail</b> <i>E.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p>	<p><b><u>Consolidate</u></b> Year 2 list</p> <p><b><u>Introduce</u></b> <b>Fragment, Phrase, Sentence</b></p> <p><b>Summarising a paragraph</b></p> <p><b>Embellished simple sentences:</b> <b>Fronted adverbials to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i></p> <p>Amazingly, small insects can.... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter <i>A few days ago, we discovered a hidden box.</i></p> <p><i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Multi-clause Sentences:</b> <b>Compound sentences (Coordination)</b> using conjunctions: <i>and/ or / but / so / for /nor / yet</i></p> <p><b>Develop complex sentences</b></p>	<p><b><u>Consolidate</u></b> Year 2 list</p> <p><b><u>Introduce</u></b> <b>Fiction</b></p> <p><b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid</p> <p><b>Sequence a story</b></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:</p> <ol style="list-style-type: none"> <li><b>Introduction</b> –should include detailed description of setting or characters</li> <li><b>Build-up</b> –build in some suspense towards the problem or dilemma</li> <li><b>Problem / Dilemma</b> –include detail of actions / dialogue</li> <li><b>Resolution</b> - should link with the problem</li> <li><b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the</li> </ol>	<p><b><u>Consolidate</u></b> Year 2 list</p> <p><b><u>Introduce</u></b> <b>Colon</b> before a list e.g. <i>What you need:</i></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>Apostrophe for contraction and possession including plurals</b></p> <p><b>Ellipses</b> to keep the reader hanging on</p>	<p><b><u>Consolidate</u></b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Capital letter</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• Apostrophe</li> <li>• Commas for sentence of 3 - description</li> </ul> <p><b>Stop Marks:</b></p> <ul style="list-style-type: none"> <li>• Full Stop</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p><b>Singular/ plural</b></p> <p><b>Suffix/ Prefix</b></p> <p><b>Adjective / noun / Noun phrases/ Verb / adverb</b></p> <p><b>Bossy verbs (Imperative)</b></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...</i> <i>super...anti...</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>Choosing nouns or pronouns for clarity and cohesion</b></p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Onomatopoeia</b></p> <p><b>Word Families based on common words</b> e.g. <i>teacher –teach, beauty – beautiful</i></p>	<p><b>(Subordination)</b> with range of subordinating conjunctions: when / if / because / although</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 – accurate/appropriate speech verb</b> e.g. <i>“Hello,” she whispered.</i></p> <p><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>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>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>character or situation has changed from the beginning.</p> <p><b>Introduce Non-Fiction</b> <b>Secure use of planning tools:</b> e.g. Text map, washing line, ‘Boxing –up’ grid, story grids</p> <p><b>Headings</b></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 <b>Topic sentences</b> to introduce paragraphs Lists of steps to be taken Bullet points for facts</p> <p><b>Develop Ending</b> Personal response Extra information e.g. Information boxes/ Five Amazing Facts</p>		<p><b>Tense (past, present)</b></p> <p><b>Generalisers</b></p> <p><b>Alliteration</b></p> <p><b>Simile – ‘as’/ ‘like’</b></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>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas instead of ‘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 pronoun</b></li> <li>• <b>Imperative</b></li> <li>• <b>Colon for instructions</b></li> </ul>
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Year 4

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Year 3 list</p> <p><b><u>Introduce</u></b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...small est 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 between plural and possessive</b> –s</p>	<p><b><u>Consolidate</u></b> Year 3 list</p> <p><b>Fragment, Phrase, Sentence</b></p> <p><b><u>Introduce</u></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 <b>Short sentences</b> to move events on quickly E.g. <i>It was midnight. It's great fun.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Multi-clause sentences:</b> <b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> <b>Develop complex sentences:</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</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><u>Consolidate</u></b> Year 3 list</p> <p><b><u>Introduce</u></b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /Boxing-up 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><u>Consolidate</u></b> Year 3 list</p> <p><b><u>Introduce</u></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><u>Consolidate</u></b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Capital letter</li> <li>• ‘Speech marks’/Inverted commas</li> <li>• Direct speech</li> <li>• Bullet points</li> <li>• Apostrophe</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Stop Marks:</b></p> <ul style="list-style-type: none"> <li>• Full Stops</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p><b>Singular/ plural</b></p>

<p>Standard English forms for <b>verb inflections</b> instead of local spoken forms in speech (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p><b>Conditionals (Modal Verbs)</b> - <i>could, should, would</i></p>	<p><b>Expanded -'ing' clauses as starters</b> e.g. <i>Grimacing 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.</i> <i>The tornado, sweeping across the city, destroyed the houses.</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><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</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>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>Introduce</b> <b>Non-Fiction:</b></p> <p><b>Secure use of planning tools:</b> Text map/ Boxing –up grid</p> <p><b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a <b>topic sentence</b> Link information within paragraphs with a range of conjunctions Use of bullet points, diagrams</p> <p><b>Introduction</b></p> <p><b>Middle section(s)</b></p> <p><b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>		<p><b>Suffix/ Prefix</b></p> <p><b>Word family</b></p> <p><b>Consonant/Vowel</b></p> <p><b>Adjective / Noun / Noun phrase/ Verb / Adverb</b></p> <p><b>Bossy verbs - Imperative Tense (past, present, future)</b></p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ Generaliser</b></p> <p><b>Clause</b></p> <p><b>Subordinate clause</b></p> <p><b>Relative clause</b></p> <p><b>Relative pronoun</b></p> <p><b>Alliteration</b></p> <p><b>Simile – 'as'/ 'like'</b></p> <p><b>Synonyms</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Fronted adverbial</li> <li>• Apostrophe – plural possession</li> </ul>
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Year 5

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Year 4 list</p> <p>Fragment, Phrase, Sentence</p> <p><b><u>Introduce</u></b> Metaphor</p> <p>Personification</p> <p>Onomatopoeia</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 or 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>Consistent use of tense</b></p>	<p><b><u>Consolidate</u></b> Year 4 list</p> <p><b><u>Introduce</u></b> Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Multi-clause sentences:</b> Secure use of compound sentences Develop complex sentences: Main and subordinate clauses with full range of conjunctions</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 cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p>	<p><b><u>Consolidate</u></b> Year 4 list</p> <p><b><u>Introduce</u></b> Fiction: <b>Secure independent use of planning tools</b> Story mountain /grids</p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary conjunctions 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</p>	<p><b><u>Consolidate</u></b> Year 4 list</p> <p><b><u>Introduce</u></b> Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p><b>Use of commas, hyphens and brackets to clarify meaning or avoid ambiguity</b></p> <p>Bullet Points</p> <p>Semi-colons to join two independent clauses</p>	<p><b><u>Consolidate</u></b> Punctuation</p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Capital Letters</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> <li>• Sentence</li> <li>• Statement question exclamation Command</li> </ul> <p><b>Stop Marks</b></p> <ul style="list-style-type: none"> <li>• Full stops</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>

<p><b>Fact vs Opinion</b></p> <p><b>Homophones</b></p> <p><b>Correct Subject &amp; Verb agreement when using singular and plural</b></p> <p><b>Choosing appropriate register</b></p> <p><b>Subjunctive form</b></p> <p><b>Passive form</b></p> <p><b>Modal verbs</b></p> <p><b>Pathetic Fallacy</b></p> <p><b>Precise Vocabulary Choice for Effect</b></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>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>Dialogue to convey character and advance action</b></p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g. <i>might, should, will, must</i>) or <i>adverbs</i> (<i>perhaps, surely</i>)</p>	<p><b>Ending</b> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Non-Fiction Headings</b></p> <p><b>Identify Audience &amp; purpose of writing – selecting appropriate form</b></p> <p><b>Introduce:</b>  <b>Independent planning</b> across all genres and application</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 conjunctions</p> <p><b>Use rhetorical questions to draw reader in</b></p> <p><b>Express own opinions clearly</b></p> <p><b>Consistently maintain viewpoint</b></p> <p><b>Summary clear at the end to appeal directly to the reader</b></p>		<p><b>Adjective / noun / noun phrase</b></p> <p><b>Verb / Adverb</b></p> <p><b>Bossy verbs - Imperative Tense (past, present, future)</b></p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ generaliser</b></p> <p><b>Pronoun – relative/ possessive</b></p> <p><b>Clause</b></p> <p><b>Subordinate/ relative clause</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p><b>Alliteration</b></p> <p><b>Simile – ‘as’/ ‘like’</b></p> <p><b>Synonyms</b></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>• <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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Year 6

Word Level	Sentence Level	Text Level	Punctuation	Teaching Terminology
<p><b><u>Consolidate</u></b> Year 5 list</p> <p><b>Build in literary feature to create effects</b> e.g. alliteration, onomatopoeia, similes, metaphors</p> <p><b>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</b> (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p><b>How words are related as synonyms and antonyms</b> e.g. <i>big/ large / little</i></p> <p><b>Perfect form of verbs to mark relationships of time and cause</b></p>	<p><b><u>Consolidate</u></b> Year 5 list</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Multi-clause sentences: 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>Expanded <b>noun phrases</b> to convey complicated information</p>	<p><b><u>Consolidate</u></b> Year 5 list</p> <p><b>Fiction:</b> <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> <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 of a topic</p>	<p><b><u>Consolidate</u></b> Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p>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><b>How hyphens can be used to avoid ambiguity</b> e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i></p>	<p><b><u>Consolidate</u></b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Capitals</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, views/opinions, facts</li> <li>• Colon – instructions</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> </ul> <p><b>Stop Marks</b></p> <ul style="list-style-type: none"> <li>• Full Stops</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p>

<p><b>Modal Verbs &amp; Adverbs</b></p> <p><b>Pathetic Fallacy</b></p> <p><b>Assonance and sibilance</b></p> <p><b>Oxymoron</b></p> <p><b>Precise Vocabulary Choice for Effect</b></p>	<p>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>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></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p><b>Adjective / Noun / Noun phrase</b></p> <p><b>Verb / Adverb</b></p> <p><b>Bossy verbs - Imperative</b></p> <p><b>Tense (past, present, future)</b></p> <p><b>modal verb</b></p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ Generaliser</b></p> <p><b>Pronoun – relative/ possessive</b></p> <p><b>Clause</b></p> <p><b>Subordinate / relative clause</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p><b>Rhetorical question</b></p> <p><b>Cohesion</b></p> <p><b>Ambiguity</b></p> <p><b>Alliteration</b></p> <p><b>Simile – ‘as’/ ‘like’</b></p> <p><b>Synonyms</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></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, antonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Ellipsis</b></li> </ul>
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