

# GRAMMAR CURRICULUM PROGRESSION OF SKILLS



## Progression in Grammar (word, sentence and writing techniques) and Punctuation

This document is to support teacher's subject knowledge and pitch to ensure progression throughout the school in all areas but particularly in word classes. It has been produced by Sharon Geater (Lead Practitioner for English), Emma Thorne and Hayley Clarke (St Anns Well) making use of the National Curriculum Appendix 2, Active English programme, Alan Peat Sentence Types and Pie Corbett's Grammar Progression.

### Core Knowledge

All sentences have a noun and a verb (subject and a predicate).  
Nouns partner with adjectives and verbs partner with adverbs.  
Careful choices of a nouns, adjectives, verbs and adverbs are what can REALLY impact the reader.

### Key Progression

Know and identify  
Know, identify and use with increased precision  
Increase vocabulary range and complexity  
Increase in competency to deliberately select vocabulary to impact the reader / convey their intent

### Definition











A **noun** is a word that refers to a thing (book), a person (Betty Crocker), an animal (cat), a place (Nottingham) or an idea (justice). It's usually a single word, but not always: cake, shoes, school bus, and time and a half are all nouns.

An **adjective** is a describing word. It adds further information about a noun.  
KS2 - They can also describe the quantity of nouns: many, few, millions, eleven.








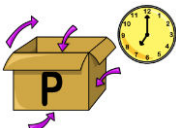


A **verb** is a doing or being word. Something you do physically (to run, to swim, to write) or mentally (to think, to guess, to consider) or a state of being (to be, to exist, to appear).

An **adverb** is a word or phrase that gives further information about a verb. It can tell you how, where, when or how often something happens. They often end in 'ly' - but not always! e.g. after, lovely, carefully, beyond.








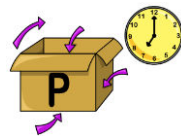


This section is to support your expectations and pitch when teaching, revisiting or children applying the basic four word classes with a particular focus on choice of words to impact the reader.

Year Group	 Noun	 Pronoun	 Adjective	 Verb	 Adverb	 Synonym	 Antonym	 Preposition	 Determiner	 Tenses
1	<p>A naming word - name of a thing, animal, person or place e.g. table, tiger, man, Jessica, London.</p> <p>Repetition of nouns and identifying nouns in a sentence.</p> <p>Noun phrase e.g. determiner + noun e.g. a dog, the dinosaur</p> <p><b>Plural noun suffixes</b> -s or -es e.g. dog, dogs, wish, wishes</p>	<p>Introduce use of a pronoun to replace the noun to avoid repetition</p> <p><i>I, me, we, us, you, he, him, her, she, it, they, them.</i></p>	<p>Simple adjectives to describe the noun e.g. old, little big, small. quiet</p> <p>The old house...</p> <p>The huge elephant...</p> <p>Also, explore how the <b>prefix un-</b> changes the meaning of adjectives e.g. unclean, untidy.</p>	<p>A doing word - repetition, with actions, of what a verb is and giving simple examples.</p> <p>Identifying verbs in a sentence.</p> <p><b>Suffixes</b> that can be added to verbs/root words e.g. helping, helper, helped</p> <p>How the <b>prefix un-</b> changes the meaning of verbs e.g. negation - unhappy, unkind or undoing e.g. untie, undress</p>	<p>Light touch use of adverbial openers of time:</p> <p><i>first, next, then, after that,</i></p> <p>Adverbial openers of place - <i>on the grass, in the sky, (fronted adverbials)</i></p> <p><b>-ly openers</b></p> <p>luckily, fortunately, unfortunately.</p>	<p>Collect words for common nouns, adjectives and verbs.</p> <p>e.g. <i>sad, happy, walk, talk.</i></p>	<p>Use of simple opposites</p> <p>e.g. <i>back/front, up/down.</i></p>	<p>Use of the following prepositions:</p> <p><i>Up, down, in, into, out, to onto</i></p> <p><b>Introduce:</b> <i>inside, outside, towards, across, under</i></p> <p>Use of prepositional time and place openers - see adverbs.</p>	<p><b>Use of:</b></p> <p>a, the, my, your, an, this, that, his, her, their, some all</p> <p><b>Introduce:</b></p> <p>lots of, many, more, those, these.</p>	<p>Light touch the past and present tense.</p> <p>Simple -ed endings but also -ed words that make the t sound!</p> <p>Words ending in gh/f, p and k) e.g. laughed, walked.</p>








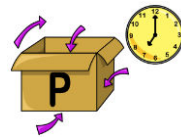


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Year Group										
2	Noun	Pronoun	Adjective	Verb	Adverb	Synonym	Antonym	Preposition	Determiner	Tenses
	<p>Secure name of a thing, person or place</p> <p>Expanded noun phrases - a group of words that work together and give extra detail to the noun.</p> <p>Determiner + adjective + adjective + noun <i>e.g. a large, black dog</i></p> <p>Formation of nouns using suffixes such as -ness, -er <i>e.g. happiness, helper</i></p>	<p>Develop use of pronouns to avoid repetition of noun</p> <p><i>I, me, we, us, you, he, him, her, she, it, they, them.</i></p>	<p>Increased competency when choosing an adjective to describe a noun.</p> <p>Expanded noun phrase using two adjectives to describe the noun - i.e. size, colour, shape, age <i>e.g. the scary old woman.</i></p> <p><i>Squirrels have long, bushy tails...</i></p> <p>Expanded noun phrases e.g. lots of people, plenty of food.</p> <p>Formation of adjectives using suffixes such as -ful, -less e.g. beautiful, helpless.</p> <p>Use of suffixes -er and -est to form comparisons of adjective and adverbs e.g. taller, tallest</p>	<p>Increase competency with correct verb choice and use of present tense and past tense e.g. walk, walked. Use of ed</p> <p>Imperative verbs or bossy verbs e.g. put, do, take, etc.</p> <p>Recognise 'being' verbs - is, was, are.</p>	<p>Adverbs of time/place/manner. within sentences and fronted.</p> <p><u>For description</u> <i>e.g. Snow fell gently and covered the cottage in the wood</i></p> <p><u>For information</u> e.g. <i>Lift the pot carefully onto the tray.</i></p> <p><i>The river quickly flooded the town.</i></p> <p>Use of suffixes -er and -est to form comparisons of adjective and adverbs e.g. taller, tallest</p>	<p>Introduce choosing other words for simple nouns, adjectives and verbs e.g. big, huge</p>	<p>Introduce a wider range of antonyms <i>e.g. big/small, back/front, on/off, hot/cold, thick/thin, hard/soft</i></p>	<p>Introduce time and position: <i>behind, above, along, before, between, after</i></p>	<p>Use of the following determiners: <i>a, the, my, your, an, this, that, hi, her, their, some all</i></p> <p>Introduce: lots of, many, more, those, these</p>	<p>Introduce correct use of past, present and future tense - <b>change the y for i then -ed</b> cry/cried, dry/dried</p> <p><b>change of vowel</b> drive/drove, run/ran, ride/rode, sit/sat, know/knew, throw/threw, draw/drew,</p> <p><b>Different ending/word</b> do/did make/made see/saw, eat/ate go/went build/built catch/caught, think/thought</p>




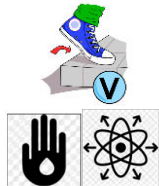



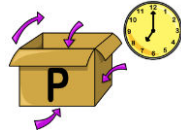


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Year Group										
3	Noun	Pronoun	Adjective	Verb	Adverb	Synonym	Antonym	Preposition	Determiner	Tenses
	<p>Consolidate from KS1</p> <p>Forming of nouns from prefixes e.g. auto..., super..., anti...</p> <p>Encourage more precise choices, use of technical language.</p> <p>Encourage use of expanded noun phrases - light touch use of prepositional phrase.</p> <p>Determiner + adjectives + prepositional phrase (e.g. The huge, black dog on the farm)</p>	<p>Consolidate understanding of pronouns: <i>I, me, we, us you, yours, yourself, he, him, her, she, it, they, them.</i></p> <p>Appropriate use of pronouns across sentences to aid cohesion.</p> <p>Light touch first, second and third personal pronouns</p>	<p>Consolidate from KS1.</p> <p>More precise choices of adjective to describe the noun and increased competency (synonyms and antonyms, use of different senses)</p>	<p>Consolidate from KS1</p> <p>Use of the <b>perfect form</b> to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Powerful verbs e.g. <i>stare, tremble, slither.</i></p> <p>Powerful speech verbs e.g. <i>words for said - whispered, murmured etc.</i></p>	<p>Consolidate from KS1 of time: <i>then, next, soon, therefore,</i></p> <p>Introduce manner</p>	<p>Develop use of powerful verbs, powerful/ adventurous adjectives e.g. scarlet shoes, boastful e.g. magnificent, unbelievable, exciting.</p> <p>Shades of meaning/ clines</p>	<p>Consolidate understanding from KS1 before developing the use of antonyms further.</p>	<p>Consolidate prepositions from KS1 and then introduce: <i>Next to, by the side of, in front of, during, through, throughout, because of</i></p> <p><b>Prepositional phrases</b> to place the action e.g. behind the tree... in the air...</p>	<p>Introduce <b>determiner</b> a or an according to whether next word begins with a vowel e.g. a rock, an open box.</p> <p>Also know about if name of letter then "a " is used e.g. a unicorn, an umbrella</p>	<p>Consolidate from KS1.</p> <p>Use of <b>past perfect</b> instead of simple past e.g. He has left his hat behind.</p> <p>Teach verb tense that relate to a genre e.g. model past tense forms when writing a diary i.e. simple past - I went, past progressive/ continuous - I <b>was going</b>, past perfect - I <b>had gone</b>, past perfect progressive/ continuous - I <b>had been going</b></p>

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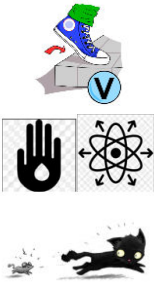



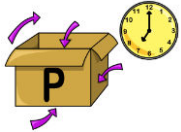


Year Group										
4	Noun	Pronoun	Adjective	Verb	Adverb	Synonym	Antonym	Preposition	Determiner	Tenses
	<p>Increase precision of word choices.</p> <p>Noun phrases expanded by the addition of modifying adjectives (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>).</p> <p>Appropriate use of nouns across sentences to aid cohesion.</p> <p>Proper nouns refer to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p>	<p>Appropriate use of pronouns across sentences to aid cohesion.</p> <p>Use of <b>Possessive pronouns</b> e.g. <i>our, your, my</i></p> <p>Appropriate use of pronoun to avoid ambiguity and repetition</p>	<p>Increase precision of word choices.</p> <p>Noun phrases expanded by the addition of modifying adjectives and nouns (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Comparative and superlative adjectives e.g. <i>small...smaller... smallest good...better... best.</i></p>	<p>Increase in variety and precision.</p> <p>Standard use of verb inflections instead of local spoken forms we were instead of we, or I did instead of I done)</p> <p>Use of conditionals e.g. <i>could, would, should.</i></p>	<p>Increase in variety and precision.</p> <p>Adverbial phrase of time, place and manner.</p> <p>Dialogue verb + adverb e.g. "Hello," she whispered, shyly.</p>	<p>Increase in variety and precision of synonyms used.</p>	<p>Continue to develop understanding and correct use of antonyms.</p>	<p>Consolidate previously taught prepositions and introduce: <i>at, underneath, since, towards, beneath, beyond</i></p> <p>Noun phrases expanded by the addition of prepositional phrases (e.g. <i>the teacher expanded to: the strict maths teacher stood at the front of the class</i>)</p>	<p>Use of generalisers time/amount e.g. <i>always, often, not often, sometimes/ some, few, couple, many</i></p>	<p>Secure use of 12 tense forms from Y3 and ensure consistency throughout writing.</p> <p>For past, present and future - simple, progressive/ continuous, perfect, perfect progressive - as fits the genre.</p>

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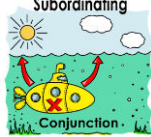

Year Group										
5	Noun	Pronoun	Adjective	Verb	Adverb	Synonym	Antonym	Preposition	Determiner	Tenses
	Good competency to deliberately select vocabulary to impact the reader/convey their intent.	Secure and consistent use of first, second and third personal pronouns.	Good competency to deliberately select vocabulary to impact the reader/convey their intent.	<p>Introduce modal verbs - indicating degree of possibility e.g. might, should, will, must.</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p> <p>Indicating degrees of possibility e.g. perhaps, surely</p>	Good competency to deliberately select vocabulary to impact the reader/convey their intent.	Good competency to deliberately select vocabulary to impact the reader / convey their intent	Good competency to deliberately select vocabulary to impact the reader/convey their intent.	Good competency to deliberately select vocabulary to impact the reader/convey their intent.	<p>Introduce <b>subjunctive</b> mood.</p> <p>To express a hypothetical situation e.g. <i>If it were up to me, I'd go</i> or <i>I wish it were real (normally was)</i> or</p> <p>To express a wish, command or suggestion e.g. <i>I propose he work full time (normally works) or It is imperative that the game begin at once (begins)</i></p>



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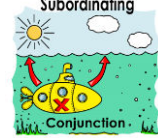

Year Group										
6	Noun	Pronoun	Adjective	Verb	Adverb	Synonym	Antonym	Preposition	Determiner	Tenses
	<p><b>Expanded noun phrases</b> to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there.</i> <i>The fact that it was raining meant the end of sports day.</i></p>	<p>Secure and consistent use of first, second and third <b>personal</b> and <b>possessive</b> pronouns</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent</p>	<p>Introduce <b>active</b> and <b>passive</b> verbs to create effect and to affect presentation of information e.g. <i>Active - Tom accidentally dropped the glass.</i> <i>Passive - The glass was accidentally dropped by Tom.</i> <i>Active - The class heated the water.</i> <i>Passive - The water was heated.</i></p> <p>The use of the <b>subjunctive form</b> of a verb to be more formal e.g. If I were you...</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p> <p>To use variety - time, place, manner, frequency, exception, clarification, cause and effect, confirmation and negation - dependent on genre/audience.</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p>	<p>Good competency to deliberately select vocabulary to impact the reader/convey their intent.</p>	<p>Secure <b>Subjunctive</b> mood To express a hypothetical situation e.g. <i>- I wouldn't do that if I were you. (normally I was)</i> or To express a wish, command or suggestion e.g. <i>I demand he lower his sword (normally lowers)</i></p>

This section is to support your expectations and pitch when teaching, revisiting or children applying different sentence types with a **particular focus on using a range of sentence types for effect** on the reader. Sentence types should be modelled in context and children provided with opportunities to create their own versions, carefully selecting vocabulary, sentence type and punctuation to support the reader and enable them to build a picture in their head.

Year Group	 Simple sentence	 Main clause	 Openers	 Compound sentence	 Co-ordinating Conjunction	 Complex sentence	 Subordinate clause	 Subordinating conjunctions	 Relative clause
<b>1</b>	Statements, questions, exclamations, such as: <i>I went to the park.</i> <i>The castle is haunted.</i>  Extend using adjectives e.g. size and colour, <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i>  AP - 2A e.g. He was a <b>tall, thin</b> man with an <b>old, dirty</b> jacket.  AP - List e.g. His hair was <b>long, brown</b> <u>and</u> <b>unwashed</b> .	Makes sense on its own.	Time: first, then, after that, finally.  Use of the following openers: <i>Also, while, when, where</i>  Use of -ly openers: <i>sadly, fortunately, unfortunately</i>	Joining two main clauses using co-ordinating conjunctions <i>e.g. The children played on the swings <b>and</b> they slid down the slide.</i> <i>Charlie hid <b>but</b> Sally found him.</i>  AP - BOBS (But, Or, Because, So) <i>e.g. He was a friendly man most of the time, <b>but</b> he could become nasty.</i>	Use the following co-ordinating conjunctions: <i>and, but, so, or</i>	Use of <b>who</b> <i>e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest.</i>		To extend sentences using: Because, when, while, after, before	Use of <b>who</b> <i>e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest.</i>



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Year Group									
	Simple sentence	Main clause	Openers	Compound sentence	Co-ordinating conjunctions	Complex sentence	Subordinate clause	Subordinating conjunctions	Relative clause
2	<p>Statements, questions, exclamations, commands.</p> <p>Embellish simple sentences using <b>adjectives</b></p> <p>e.g. The boys peeped inside the dark cave</p> <p>or <b>adverbs</b></p> <p>e.g. <i>Tom ran quickly down the hill.</i></p> <p>Use of long sentences to add description or information and short sentences for emphasis.</p> <p><b>AP - list of 3</b></p> <p>e.g. <i>he wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p> <p>AP - short e.g. <i>Oh no! Then it happened. He stopped.</i></p>	<p>Makes sense on its own.</p> <p>Join with coordinating conjunction to create compound sentence</p>	<p>-ly starter e.g. usually, eventually, finally, carefully, slowly</p> <p>Vary openers</p>	<p>Secure use of compound sentences using co-ordinating conjunctions</p> <p>AP - BOYS e.g.</p> <p>She was happily playing the game, <b>but</b> got upset when she lost.</p> <p>The old man could knock at the door, <b>or</b> wait quietly outside.</p> <p>It was a warm day, <b>yet</b> storm clouds hovered above.</p> <p>He was hungry, <b>so</b> he ate all of the biscuits.</p>	<p>Use the following co-ordinating conjunctions: <i>and, or, but, so, yet</i></p>	<p>Use of additional subordinating conjunctions</p> <p>e.g. <i>While the animals were munching breakfast, two visitors arrived.</i></p> <p><i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p>	<p>To add extra information for the reader.</p>	<p>To extend sentences using these subordinating conjunctions: <i>what, while, when, where, because, then, so that, if, to, until</i></p>	<p>Use of <b>who</b> or <b>which</b></p> <p>e.g. <i>Sam, who was lost, sat down and cried.</i></p> <p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p>

*Everything failed.*

*The door opened*

*They rode on.*

*He wept.*

*What's wrong?*

*Silence.*

**AP - All the Ws**








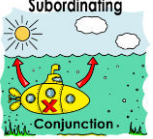

*e.g. **Would** there ever  
be another chance like  
this one?*

***Who** would take over  
the job now?*

***What** if you had all of  
the money in the world?*








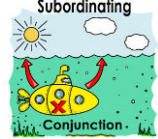

***Why** did the old  
woman keep staring at  
him?*

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Year Group									
	Simple sentence	Main clause	Openers	Compound sentence	Co-ordinating conjunctions	Complex sentence	Subordinate clause	Subordinating conjunctions	Relative clause
3	<p>Consolidate from KS1 Sentences into paragraphs.</p> <p>Vary sentence length.</p> <p>AP - sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>AP = double -ly ending e.g.</p> <p>He laughed <b>loudly</b> and <b>heartily</b>.</p> <p>He tiptoed <b>quietly</b> and <b>carefully</b>.</p> <p>AP - 3-ed (list) e.g. <b>Frightened, terrified, exhausted</b>, they ran from the creature.</p> <p><b>Amused, amazed, excited</b>, he left the circus reluctantly.</p> <p><b>Confused, troubled, worried</b>, she didn't</p>	<p>Consolidate from KS1</p>	<p>Consolidate from KS1.</p> <p>Adverb openers to add detail e.g. <i>Carefully, she crawled long the floor of the cave.</i></p> <p><i>Amazingly, small insects can...</i></p> <p>Adverbial phrases indicating time and place e.g. <i>a few days ago... At the back of the eye is the retina.</i></p> <p>Using -ing as openers e.g. <i>Sighing, the boy finished his homework.</i></p>	<p>Consolidate from KS1</p> <p>Using FANBOYS: <b>For, And, Nor, But, Or, Yet, So</b></p>	<p>Consolidate from KS1</p> <p>Using FANBOYS <b>For, And, Nor, But, Or, Yet, So</b></p>	<p>Consolidate from KS1</p> <p>AP - <i>-ing, -ed</i> e.g. <i>Walking <u>in</u> the bush, she stopped at the sight of a crocodile facing her.</i></p> <p><i>Running <u>near</u> the beach, he halted as the ground gave way.</i></p> <p>AP - Verb, Person e.g. <b>Running, Sarah</b> almost tripped over her own feet.</p> <p><b>Tiptoeing, he</b> tried to sneak out across the landing without</p>	<p>Consolidate from KS1</p> <p>AP - emotion, comma e.g. <b>Desperate</b>, she screamed for help.</p> <p><b>Terrified</b>, he froze instantly on the spot.</p> <p><b>Anxious</b>, they began to realise they were lost.</p> <p><b>Calm</b>, the astronaut stepped safely from the shuttle.</p> <p>AP - As -ly e.g. <b>As the rain came down heavily</b>, the children ran for shelter.</p> <p><b>As the wind</b></p>	<p>Consolidate from KS1</p>	<p>Consolidate from KS1.</p> <p>Use who, whom, which, whose, that e.g. <i>The girl, whom I remember, had long black hair.</i></p> <p><i>The boy, whose name was George, thinks he is very brave.</i></p> <p><i>The Clifton suspension bridge, which was finished in 1864, is popular tourist attraction.</i></p>

	<p>know what had happened.</p> <p>AP - (V)ed next (V)ed e.g.</p> <p>Jack <b>jumped</b> out of bed <u>and</u> sprinted down the hall.</p> <p>The vicious beast <b>sniffed</b> the air <u>and</u> <b>bared</b> its blood-stained teeth.</p> <p>The bear <b>prepared</b> its den <u>and</u> <b>hibernated</b> for winter.</p>					<p>waking anybody up.</p> <p>AP - position + place, subject + action e.g.</p> <p><i>At the top of the tallest tree, the monkey sat and devoured its banana.</i></p> <p><i>Deep beneath the crashing waves, the torpedo moved silently towards its target.</i></p> <p><i>High above the skyscrapers, dark clouds were huddling together.</i></p>	<p><i>screamed wildly, through blackened trees, the lost giant lumbered along the path.</i></p> <p><i>As water heats up quickly, a change of state happens called 'evaporation'.</i></p>		
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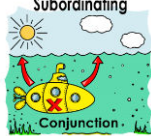

This section is to support your expectations and pitch when teaching, revisiting or children applying different sentence types with a particular focus on using a range of sentence types for effect on the reader. Sentence types should be modelled in context and children provided with opportunities to create their own versions, carefully selecting vocabulary, sentence type and punctuation to support the reader and enable them to build a picture in their head.

Year Group	 Simple sentence	 Main clause	 Openers	 Compound sentence	 Co-ordinating conjunctions	 Complex sentence	 Subordinate clause	 Subordinating conjunctions	 Relative clause
4	<p>Long sentences to enhance description or information. Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i> Secure use of simple sentences. Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> Use of rhetorical questions. AP - De:De e.g. <i>The vampire is a dreadful creature: it kills by sucking all the blood from its victims.</i> <i>Snails are slow: they</i></p>	<p>Develop understanding in relation to subordinate clauses.</p>	<p>Simile openers 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>Secure use of compound sentences using FANBOYS  AP getting worse/getting better e.g. <i>We knew that Jim was naughty, and his brother uncontrollable, but their sister was evil.</i> <i>Shouting out is bad, calling names is worse, but being violent is the worst thing that anyone can do.</i> <i>How would you feel if your child</i></p>	<p>Secure use of compound sentences using FANBOYS</p>	<p>Develop complex sentences. Use main and subordinate clauses with a range of subordinating conjunctions. AP - Then and Now e.g. <i>Months ago, I used to eat meat, but now I'm a vegetarian.</i> <i>Back then, this was a field for cattle, today it's home to a busy supermarket.</i> <i>Years ago this was a friendly</i></p>	<p>Introduce subordinate clauses -ed as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> Expanded - ing clauses as starter e.g. <i>Grimacing menacingly, he slipped the treasure into his rucksack.</i> Drop in -ing clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i></p>	<p>Use wider range of subordinating conjunctions e.g. <i>If, Since, As, When, Although, While, After, Before, Until, Because</i> (ISAWAWABUB)</p>	<p>Secure from Year 3 AP - Noun which, who where e.g. <i>Cakes, which taste fantastic, are not so good for your health.</i> <i>Snakes, which scare me, are not always poisonous.</i> <i>Tom, who was a little shorter than the others, still made it into the football team.</i></p>

	<p>take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.</p> <p>AP - Does not/Does (Will not/Will) e.g. I've known people who say that dropping a sweet wrapper <b>does not matter</b>. What <b>does matter</b> is the fact that if everyone thought like this then the world would be a dreadful place. Some scientists have said that global warming <b>will not</b> negatively affect life on Earth. Others, however, are certain that it <b>will</b>. In this essay we will consider both sides of the debate.</p> <p>"No matter what happens, I will not fail!" Captain Pugwash announced. "What I will do is lead my crew to a glorious victory!"</p>			<p>was <b>hurt</b>, <b>maimed</b> or even <b>killed</b> by a car? The best jokes can make you <b>smile</b>, <b>giggle</b> or even <b>laugh out loud</b>.</p>		<p>estate, <b>now</b> we have violent gangs on every corner. <b>For a moment</b> things seemed calm, <b>until</b> they heard the dragon's roar. <b>A second ago</b> everything was fine; <b>now</b> you're telling me we have to leave. AP - The more, the more e.g. <b>The more</b> it rained, <b>the more</b> depressed he became. <b>The more</b> the crowd cheered, <b>the more</b> he looked forward to the race. <b>The more</b> upset she was, <b>the more</b> she cried.</p>	<p>AP - With a(n) action, more action e.g. <b>With an awkward smile</b>, Greg waved goodbye. <b>With a weary wail</b>, Thor launched his final attack. <b>With a deep breath</b>, Neil Armstrong <b>stepped</b> carefully on to the surface of the moon.</p>		
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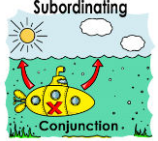



This section is to support your expectations and pitch when teaching, revisiting or children applying different sentence types with a particular focus on using a range of sentence types for effect on the reader. Sentence types should be modelled in context and children provided with opportunities to create their own versions, carefully selecting vocabulary, sentence type and punctuation to support the reader and enable them to build a picture in their head.

Year Group									
Year Group	Simple sentence	Main clause	Openers	Compound sentence	Co-ordinating conjunctions	Complex sentence	Subordinate clause	Subordinating conjunctions	Relative clause
5	<p>Secure use of simple/embellished simple sentences. Re-shaping sentences - lengthening or shortening for meaning and/or effect. AP - 2 pairs (list) <i>e.g. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him.</i> <i>Quickly and thoughtfully, silently and carefully he tiptoed out of the house.</i></p> <p>AP - 3 Bad - (Dash) Question? <i>e.g. Cold, dark, airlessness - which would kill the spaceman first?</i></p>	<p>Develop secure use of in relation to sub-ordinate clauses</p>	<p>Use a variety of openers to draw reader in and make the purpose clear. Elaboration of openers using adverbial phrases <i>e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</i> Expanded -ed clauses as openers <i>e.g. 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>Secure use of compound sentences using FANBOYS</p>	<p>Secure use of compound sentences using FANBOYS</p>	<p>Develop use of complex sentence using main and subordinate clauses with a full range of conjunctions. AP - if, if, if, then <i>e.g. If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.</i> <i>If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those</i></p>	<p>Drop in - ed clause <i>e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> AP - Action, as if <i>e.g. The boy cried and screamed as if that would change his mother's mind. William stared intently at the clock as if it would make the hands turn faster. Pilate washed his hands as if ridding himself of all responsibilities. The boy cried and screamed as if</i></p>	<p>Exploration of moving subordinate clauses (how, when, where) for different effects <i>e.g. The siren echoed loudly...through the lonely streets...at midnight</i></p>	<p>Introduce relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun AP - Description which + simile <i>e.g. Greg had huge nostrils, which made him look like a hippo.</i> <i>Doctor Swogflop bathed only once a year, which meant he was as smelly as a skunk's bottom most</i></p>

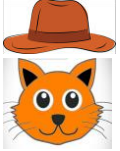










	<p><i>Greed, jealousy, hatred</i> - which of these is most evil?</p> <p>AP - Name-adjective pair e.g. Ben Roberts - <b>weak and nervey</b> - was actually a secret superhero.</p> <p><i>Glass - fragile and dangerous</i> - must be handled with care.</p> <p>AP - So... e.g. <i>He'd never felt so... odd.</i></p> <p><i>She couldn't believe what she'd found. It was just so... astounding.</i></p> <p><i>Starting a new school was just so... scary.</i></p> <p>AP - The question is... e.g. <i>Jack disappeared. The question is: where did he go?</i></p> <p><i>The box under the Christmas tree looked enormous. The question is: what was inside?</i></p> <p><i>Maximus had betrayed his king. The question is: could he still be trusted?</i></p> <p><i>Tutankhamen was the youngest Pharaoh ever. The question is: how did he die?</i></p>					<p><i>burglars, then I wouldn't be sitting here today.</i></p> <p>AP - Emotion - consequence e.g. David was <b>angry</b> - he <b>threw his toy train</b> at the wall.</p> <p><i>The scientist was <b>inconsolable</b> - he <b>wept</b> for days on end.</i></p>	<p><i>that would change his mother's mind.</i></p>	<p><i>of the time.</i></p> <p><i>The valleys have crooked ravines, which were like the scars on a giant's dagger.</i></p>
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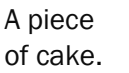


Year Group									
	Simple sentence	Main clause	Openers	Compound sentence	Co-ordinating conjunctions	Complex sentence	Subordinate clause	Subordinating conjunctions	Relative clause
6	<p>Using a wide range of cohesive devices:  <b>Semantic cohesion</b>  <i>e.g. repetition of a word or phrase</i></p> <p>Grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence            Use of elision  <i>e.g. I dunno, etc.</i></p> <p>Developed use of rhetorical questions for persuasion.            The difference between structures typical of informal speech and writing such as the use of question tags  <i>e.g. He's your friend, isn't he?</i></p>	<p>Secure use of main clauses in relation to sub-ordinate clauses</p>	<p>Secure use of all openers</p>	<p>Secure use of compound sentences using FANBOYS</p>	<p>Secure use of compound sentences using FANBOYS</p>	<p>Secure use of complex sentences.            AP O.(I)  <i>e.g. She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</i>  <i>I was delighted (but I felt scared that something was about to go wrong).</i>  <i>Bravely I looked behind me (but I was deeply worried).</i></p>	<p>Deliberate choice of placement of clauses used to best effect.            AP - Most important - in short  <i>e.g. Above all the sea is feared by many a sailor - in short, it is a dangerous place to be.</i>  <i>Jack stole children's lunch treats, pushed people over and shouted at everyone - in short, Jack was not a kind boy.</i>            AP - Tell: show 3 examples  <i>e.g. He was feeling relaxed:</i></p>	<p>Deliberate choice of placement of clauses used to best effect.            Range of subordinating conjunctions used            AP - Whatever, whenever, wherever  <i>e.g. Whatever he did, things wouldn't be the same. Wherever he went, he would always be remembered. Whenever he looked back, the sadness would return.</i>  <i>Wherever she hid, her father would find her. Whatever she told him, he'd</i></p>	<p>Secure use of relative clause            AP - Imagine, 3 examples: e.g. <i>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</i>  <i>Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is</i></p>

	<p>Use a range of techniques to involve the reader in non-fiction writing  <i>e.g. comments, questions, observations.</i>  AP - Some; others  <i>e.g. <b>Some</b> people like football; <b>others</b> hate it.</i>  <i><b>Some</b> days are full of enjoyment; <b>others</b> are long and boring.</i>  <i><b>Some</b> dogs were running around happily; <b>others</b> looked tired.</i>  AP - First Word Last <i>e.g. "<b>Brilliant</b>, the whole day was just <b>brilliant!</b>" Tilly exclaimed.</i>  <i>"<b>Rubbish</b>, everything is a load of <b>rubbish</b>," Martin moaned.</i>  <i>"<b>Madness</b>, this is complete <b>madness!</b>" declared the frustrated officer.</i></p>						<p><i>shoes off; shirt undone; lying on the sofa.</i>  <i>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</i>  <i>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</i></p>	<p><i>refuse to believe. <b>Whenever</b> she escaped, he would always hunt her down.</i>  AP - when; when; when, then.  <i>e.g. <b>When</b> tumultuous thunder shakes the ground; <b>when</b> blinding lightning tears the sky; <b>when</b> storm clouds block every ray of hopeful light, <b>then</b> you know the Kraken is approaching.</i>  <i><b>When</b> you look at the remains of Tutankhamen; <b>when</b> you examine the damage to his skull; <b>when</b> you look at the motives of his advisors, <b>then</b> it is clear that the young Pharaoh's death should be treated as suspicious.</i></p>	<p><i>the story of that time.</i></p>
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This section is to support your expectations and pitch when teaching, revisiting or children applying different authorial techniques with a particular focus on authorial choice to help the reader better understand what we are trying to describe. Examples should be modelled in context and children provided with opportunities to use well known versions or create their own.

YG											
	Rhyme	Onomatopoeia	Alliteration	Simile	Repetition	Pun	Personification	Metaphor	idiom	Hyperbole	Pathetic fallacy
1	Word endings e.g. cat , hat , sat, fat	e.g. boom, crash	e.g. dangerous dragon, slimy snake	Using like e.g. his hair like fire Using as...as e.g. as tall as a house, as red as a radish	“run” - repetition for rhythm e.g. he walked and he walked Repetition in description e.g. a lean cat, a mean cat	jokes					
2	Secure from Year 1	Secure from Year 1	e.g. wicked witch, slimy slug	Using like e.g. like sizzling sausages...hot like a fire	Secure from Year 1	jokes					
3	Consolidate from KS1	AP - Sound! Cause e.g. <b>Splat!</b> The water <b>balloon burst</b> as it hit the wall. <b>Bang!</b> The lift <b>exploded</b> as it reached the ground floor, covering the hallway in thick smoke.	Consolidate from KS1	Consolidate from KS1 Use as a sentence opener	Consolidate from KS1 To persuade	Introduce in jokes and identify in Newspaper headlines	Introduce and identify	Introduce metaphor as a descriptive device Identify			

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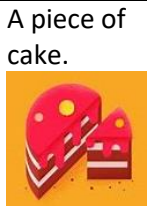


											
	Rhyme	Onomatopoeia	Alliteration	Simile	Repetition	Pun	Personification	Metaphor	idiom	Hyperbole	Pathetic fallacy
4	Use for effect	Use for effect	Use for effect	As and like Simile sentence openers e.g. Like a mouse, she crept into the room. As fast as lightning, the boy ran for his life.	To persuade, reinforce. The power of 3	Begin to create e.g in newspaper headlines	Use personification e.g. <i>the trees waved in the wind, the house looked down on them, the grass danced in the breeze.</i>	Introduce metaphor as a descriptive device Identify AP - This is that e.g. <i>His eyes were dark tunnels.</i> <i>The peaceful lake was a glass mirror.</i> <i>The explorers knew they were standing on the shoulders of giants.</i> <i>The full moon was a silver coin.</i> <i>The ballerina was a swan, gliding</i>	Identify and use		





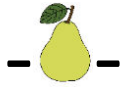



								<i>across the stage. Kisses are the flowers of affection.</i>			
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	Rhyme	Onomatopoeia	Alliteration	Simile	Repetition	Pun	Personification	Metaphor	idiom	Hyperbole	Pathetic fallacy
5	Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors			Start to develop more sophisticated description e.g. <i>The truth was like a bad taste on his tongue.</i>	To persuade and for effect - see Alan Peat Sentences e.g. <i>If, if, if, then</i> Or <i>3 bad dash question</i>	Develop precision and choice of words.	Start to develop more sophistication e.g. <i>The sun smiled at the hills or Beating down on my back, the sun was relentless.</i>	Introduce the idea of an extended metaphor	Identify and use - extension of metaphor e.g. <i>It's raining cats and dogs! She's a busy bee who always gets her work done.</i>	Introduce for persuasion	
6	Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors			More sophisticated description e.g. Arguing with her was like duelling with hand grenades. She swam through the waters like she was falling through a warm dream. Her laughter was like a warm blanket or a familiar song	To persuade or for effect e.g. Alan Peat Sentences e.g. Imagine 3 examples: or First word last	Use with increasing precision	Continue to develop sophistication	Develop the idea of an extended metaphor	Develop the use of in own writing	Develop for persuasion	Introduce in setting the scene of a piece mirroring the characters mood Personification of nature e.g. angry clouds, rain falling like tears .a cruel wind

This section is to support your expectations and pitch when teaching, revisiting or children applying punctuation with a particular focus on how punctuation helps the reader to read aloud the writing with expression and also to ensure meaning is clarified. Examples should be modelled in context and children provided with opportunities to practice their use. It is important that children learn how to use punctuation accurately.

YG	.	A	 Finger spaces	?	!	,	'	“”	:	;	...	(  -  -  )
	Full stop	Capital letter	Finger spaces	Question Mark	Exclamation mark	Comma	Apostrophe	Speech marks	Colon	Semi-colon	ellipsis	parenthesis
1	At the end of a sentence/ main clause/ Statement	For names and proper nouns and personal pronoun I	Between words	At the end of a question sentence	At the end of an exclamation sentence	For a list to replace “and”						
2	Consolidate from Year 1	To start a sentence	Consolidate from Year 1	Consolidate from Year 1	Consolidate from Year 1	After -ly opener	For contraction e.g. don't, can't. For singular possession e.g. The cat's name... Susan's scarf...	Speech bubbles/speech marks for direct speech				
3	Consolidate from KS1	Consolidate from KS1	Consolidate from KS1	Consolidate from KS1	Consolidate from KS1	Consolidate from KS1 <i>After a fronted adverbial/ opener for sentence of 3 description</i>	Consolidate from KS1	Consolidate from KS1 Secure use of inverted commas for direct speech	Before a list e.g. What you will need: Eggs Butter Milk			

4	Ensure consistent use throughout writing.	To mark clauses and mark off fronted adverbials	To mark singular and plural possession e.g. the girl's name, the boys' boots) as opposed to "s" to mark a plural.	Full punctuation for direct speech i.e. each speaker on a new line. Comma between direct speech and reporting clause e.g. "It's late, " gasped Cinderella	Consolidate from Year 3		Introduce for effect to build tension	
5	Ensure consistent use throughout writing.	Use in parenthesis	Consolidate	Consolidate	Use for a list after a main clause e.g. There are three things every dog needs: food, water and healthcare.		Use AP sentence So...	Introduce parenthesis
6	Ensure consistent use of throughout writing. Punctuation of bullet points to list information.	Use of commas to prevent ambiguity How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> )	Consolidate	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i> ) Use of dialect	Secure use of colon to introduce a list in a sentence or before a bullet pointed list. Introduce between two related clauses.	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. semi-colons within lists.	For effect to build tension, suspense, or cliffhanger.	Develop use and range of parenthesis types