

Progression in Vocabulary, Grammar and Punctuation

	Spelling / Vocabulary	Grammar / Sentence Structure	Text Structure	Punctuation	Terminology	Examples	Definitions
Reception	<p>Letters of the alphabet</p> <p>Vowel Digraphs</p> <p>Segmenting and Blending</p> <p>Phase 1 – 3 Sight and Tricky Words</p>	<p>Captions, Labels</p> <p>Simple Sentences</p>	<p>Begin to Sequence Sentences to form Short Narratives</p>	<p>Word Spaces</p> <p>Capital Letters</p> <p>Full Stops</p>	<p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Capital Letter</p> <p>Full Stop</p> <p>Lower Case</p> <p>Upper Case</p> <p>Ascender</p> <p>Descender</p>	<p>head, leg, hand</p> <p>cat and dog</p> <p>The dog had a nap. The cat sat on the shed.</p>	<p>Sentence</p> <p>A sentence is a group of words which are grammatically connected to each other but not to any other words outside of the sentence. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.</p> <p><i>John went to his friends' house. (single-clause)</i></p> <p><i>Ali went home on his bike to his goldfish and his current library books about pets. (single clause)</i></p> <p><i>She went shopping but took back everything she had bought because she didn't like any of it. (multi-clause)</i></p>
Year 1	<p>Spell words which include:</p> <ul style="list-style-type: none"> -40+ phonemes already taught -ff, ll, ss, zz and ck -nk at end of words -tch -‘v’ sound at end of words -words ending in ‘y’ -ph and wh <p>-compound words</p> <p>-common exception words</p> <p>-days of the week</p> <p>-name the letters of the alphabet</p> <p>Plural Suffixes (-s / -es)</p> <p>Negative Prefix (un-)</p> <p>Verb Suffixes (-ed / -ing / -er)</p> <p>Adding -er / -est to adjectives</p>	<p>Noun Phrases (article + noun)</p> <p>Co-ordinating Conjunctions – and</p> <p>Consistent use of Past and Present Tense</p>	<p>Sequence Sentences to form Narratives</p>	<p>Word Spaces</p> <p>Capital Letters</p> <p>Full Stops</p> <p>Capital Letters for Names / I</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p><i>(Items in bold have been taught in previous year groups and should be known by the children.)</i></p>	<p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Capital Letter</p> <p>Full Stop</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Punctuation</p> <p>Noun</p> <p>Adjective</p> <p>Noun Phrase</p> <p>Conjunction</p> <p>Singular</p> <p>Plural</p> <p>Tense – Past and Present</p>	<p>a cat, the dog</p> <p>The dog had a nap. The cat sat on the shed. Can you see the bird? Look out bird!</p> <p>The dog had a nap and the cat sat on the shed.</p> <p>Tom, Mrs Brown</p> <p>We went to see Tom. It is Sunday. On Sunday I went to see Tom. Can you see Tom? Tom! Tom!</p>	<p>Noun</p> <p>A word that denotes somebody or something. Proper nouns are the names of people, places or things. A collective noun refers to a group.</p> <p>Adjective</p> <p>A word that describes / modifies a noun.</p> <p><i>He pupils did some really <u>good</u> work.</i></p> <p>An adjective can also be used after the verb ‘be,’ as its complement.</p> <p><i>The work was <u>good</u>.</i></p> <p>Noun Phrase</p> <p>Detail is added to describe the noun.</p> <p><i>a cat, the dog</i></p> <p>Conjunction</p> <p>A conjunction links two words or phrases together.</p> <p>Suffix</p> <p>A suffix is added to the end of a word to make a new word.</p> <p>Prefix</p> <p>A prefix is added to the beginning of word to make a new word.</p>

Progression in Vocabulary, Grammar and Punctuation

Year 2	<p>Spell words which include: -see Y2 NC for list of spelling patterns -contractions -possessive apostrophe -homophones and near homophones -common exception words</p> <p>Add suffixes to spell longer words –ment / -ness / -ful / -less / -ly</p> <p>Suffixes of Comparatives (-er / -est) and Adverbs (-ly)</p>	<p>Expanded Noun Phrase</p> <p>Co-ordinating Conjunctions – but, or, and</p> <p>Subordinating Conjunctions – when, if, that, because</p> <p>Consistent Use of Tenses: -Past Simple -Past Progressive -Present Simple -Present Progressive</p> <p>Sentence Types: Statement, Command, Question, Exclamation</p> <p>Adverbs</p>	<p>Sequence Sentences to Form Narratives</p>	<p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Commas to separate items in a list</p> <p>Apostrophe for omission (contractions) and possession</p>	<p>As above + Expanded Noun Phrase Statement, Command, Question, Exclamation Verb Adverb Suffix Prefix Comma Inverted Commas Apostrophe - Contraction / Possession</p>	<p>Expanded Noun Phrasethe blue butterfly, plain flour, the man in the moon The blue butterfly flew past the roses and landed on the lilac. Do you think there is a man in the moon or is it just a story?</p> <p>Subordination – when, if, that, because <i>Present Tense</i> I wear my wellies when it is raining. Can we go on the swings when we get to the park? If it rains, we might not go. I am wearing my wellies because it is raining.</p> <p><i>Past Tense</i> He said that we might go tomorrow. Nobody minded that I went first. When I went to the park, I slipped on the swings.</p> <p>Coordination – but, or, and <i>Present Tense</i> I like to wear my boots and jump in puddles. I play in the rain but I don't enjoy the cold. Can I wear my new coat or is it just for school? Hold these but be careful.</p> <p><i>Past Tense</i> I went out and jumped in the puddle. I walked out in the rain but stayed quite dry. Did you find your hat or didn't you look?</p> <p>Progressive Verb Form <i>Present Tense</i> A man is singing in his garden. The children are singing in the hall.</p> <p><i>Past Tense</i> Mum was making a cake and I was helping her. We were washing dad's car but my brother wasn't helping.</p> <p>Sentence Types It is raining. It rained yesterday.</p> <p>Is it raining? Did it rain at lunch time?</p> <p>He screamed! What a pity!</p> <p>Get out of the puddle.</p> <p>Commas in a list I ate ham sandwiches, crisps and an apple. Can we play tennis, chase and climb trees? Mix the eggs, sugar and flour.</p> <p>Apostrophes – possession I wore my sister's old gloves because I left mine at school. I held mum's bag, phone and car keys. If he doesn't hurry up, Dad's ice-cream will melt.</p>	<p>Expanded Noun Phrase A group of words that function in a sentence like a noun. They expand a single noun giving more information economically.</p> <p>Conjunction A word used to link clauses within a sentence. A co-ordinating conjunction is used to join two words using: and, but, or Subordinating conjunctions include: when before, after, while, so, because. These are used to introduce a subordinating clause.</p> <p>Past Progressive This is a way to show that something is happening now. It uses the verb to be as well as the verb used to describe what is happening. The verb to be changes: I am, he / she / it is, they / we are. <i>She is drumming</i> <i>They are walking.</i> <i>I am singing.</i></p> <p>Present Progressive <i>I am swimming. (happening now)</i> <i>I am reading an excellent book. (in progress)</i> <i>I am going to the park on Sunday. (near future)</i></p> <p>Verb Verbs show the action that is happening. They are often called 'doing' words. Verbs can also name feelings.</p> <p>Adverb An adverb adds to the meaning of a verb, an adjective, another adverb or a whole sentence. <i>Adverb + Verb</i> thoroughly enjoyed <i>Adverb + Adjective</i> quietly confidently <i>Adverb + Adverb</i> Extremely slowly <i>Adverb + Sentence</i> ...really, he should know better!</p> <p>Comma A punctuation mark used to help the reader by separating parts of a sentence. A comma is either used to separate items in a list or to mark off extra information.</p> <p>Inverted Commas Inverted commas mark the beginning and end of direct speech. Direct speech is the speaker's original words – as in a speech bubble.</p> <p>Apostrophe An apostrophe is a punctuation mark used to indicate either omitted letters or possession.</p> <ul style="list-style-type: none"> • Do not = don't • The girl's name is Jane. • The cat's bowl is empty. • The cats' bowl is empty. (more than one cat sharing a bowl)
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Progression in Vocabulary, Grammar and Punctuation

<p>Year 3</p>	<p>Spell words which include: -see Y3/4 NC for list of spelling patterns</p> <p>Further Homophones and Near-Homophones</p> <p>Accurate use of the possessive apostrophe + use of possessive apostrophe with plural words</p> <p>Wider range of Prefixes and Suffixes: Noun Prefixes (auto- / anti- / super-) Suffix (-ly / -ous)</p> <p>Use of 'a' / 'an' – depending on whether next word begins with a vowel or consonant</p> <p>Word Families</p> <p>Use a Dictionary – up to first three letters of a word – to check spelling</p>	<p>Expanded Noun Phrase</p> <p>Subordinating Conjunctions – AWHITEBUS</p> <p>Co-ordinating Conjunctions – FANBOYS</p> <p>Use of Tenses: As Year 2 + - Present Perfect - Past Perfect</p> <p>Sentence Types: As Year 2</p> <p>Adverbials</p> <p>Prepositions</p>	<p>Use of Paragraphs</p>	<p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Commas to separate items in a list</p> <p>Apostrophe for omission (contractions) and possession</p> <p>Inverted Commas – for direct speech</p> <p>Commas for Fronted Adverbials</p>	<p>As above + Consonant Vowel Word Family Adverbial Fronted Adverbial Preposition Clause Subordinate Clause Direct Speech Paragraph</p>	<p>Subordination – when, before, after, while, so, because, if, although We tidied our rooms before mum got home. We tidied our rooms although we didn't want to. Although we were tidying our rooms, mum was cross and told us off. While, running for the bus, my sister's bag broke.</p> <p>Present Perfect (rather than Simple Past) He has gone out to play contrasted with He went out to play. My brother has gone to bed early because he feels sick. Although my big sister has left home most of her books are here. The shed has collapsed because of the floodwater.</p> <p>Adverbials The bus leaves <u>in five minutes</u>. (preposition phrase as an adverbial as it modifies leave) She promised to see me <u>last night</u>. (noun phrase modifying see or promised depending on the meaning) She worked <u>until she had finished</u>. (subordinate clause as an adverbial)</p> <p>Commas for Fronted Adverbials <u>Slowly</u>, I walked home. <u>After breakfast</u>, I walked home.</p> <p>Prepositions – before, after, during, in, because of I wanted a turn before the end of playtime. I was hoping to go the park after tea. My brother isn't allowed to play on his phone during mealtimes.</p> <p>Inverted Commas "Where are you going?" said the wolf. "Now don't forget your reading book, lunch box and pencil case," said my mum.</p>	<p>Present Perfect Use have and the past tense of a verb to create a verb in the present perfect. <i>I have <u>done</u> so much in my life.</i> <i>He <u>has already arrived</u> in Spain.</i></p> <p>Past Perfect <i>He stayed up all night because he <u>had received</u> so much homework.</i> <i>I did not have any money because I <u>had left</u> my purse at home.</i></p> <p>Adverbs An adverb adds to the meaning of a verb, an adjective, another adverb or a whole sentence. Usha <u>soon</u> started snoring <u>loudly</u>. (adverbs modifying verbs started and snoring) That match was <u>really exciting</u>! (adverb modifying the adjective exciting) We don't get to play games <u>very</u> often. (adverb modifying the other adverb, often) <u>Fortunately</u>, it didn't rain. (adverb modifying the whole clause)</p> <p>Adverbials An adverbial is a word or phrase that is used, like an adverb to add to the meaning of a verb or clause. Adverbs can be used as adverbials. Many other types of word and phrases can be used in this way, including preposition phrases and subordinate clauses. See examples in 'Example' column.</p> <p>A fronted adverbial is used at the start of a sentence and is followed by a comma.</p> <p>Preposition A preposition links the noun, pronoun or noun phrase to other words in the sentence. They often describe place (where the noun is), time (at, in, before, last, next) or cause. Words like before or since can act as either prepositions or conjunctions.</p> <p>Comma A punctuation mark used to help the reader by separating parts of a sentence. A comma is either used to separate items in a list or to mark off extra information. <i>The teacher, Mrs Jones, wore a coat.</i> <i>Although it was cold, no-one was wearing a coat.</i></p> <p>Clause A clause is a group of words that expresses an event or a situation. It contains a noun (subject) and a verb.</p> <p>Subordinate Clause A subordinate clause does not make sense on its own, whereas the main clause they are connected to does. <i>Unless you pack your case, you won't be able to go on holiday.</i> <i>The apple that I ate was sour.</i></p> <p>Subordinating Conjunction A connecting word introducing a subordinate clause in a sentence. It determines the relationship of meaning between the subordinate and main clause.</p> <p>Paragraph A section of a piece of writing – marks a change of focus, time, place or speaker. Helps writers organise thoughts and helps readers to follow the story-line. A new paragraph begins on a new line usually with a gap separating it from the previous paragraph. A new paragraph may also be indented.</p>
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Year 4	<p>Spell words which include: -see Y3/4 NC for list of spelling patterns</p> <p>Further Homophones and Near-Homophones</p> <p>Accurate use of the possessive apostrophe + use of possessive apostrophe with plural words</p> <p>Wider range of Prefixes and Suffixes: Noun Prefixes (auto- / anti- / super-) Suffix (-ly / -ous)</p> <p>Use of 'a' / 'an' – depending on whether next word begins with a vowel or consonant</p> <p>Word Families</p> <p>Use a Dictionary – up to first three letters of a word – to check spelling</p>	<p>Expanded Noun Phrase + modifying adjectives, nouns, preposition phrases</p> <p>Subordinating Conjunctions – AWHITEBUS</p> <p>Co-ordinating Conjunctions – FANBOYS</p> <p>Use of Tenses: As Year 3</p> <p>Sentence Types: As Year 2</p> <p>Adverbials (TRaMP) – multi word adverbials</p> <p>Prepositions</p> <p>Use of Pronouns / Nouns (for cohesion and to avoid repetition)</p>	Use of Paragraphs	<p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Inverted Commas – for direct speech + comma after the reporting clause</p> <p>Commas to separate items in a list</p> <p>Apostrophe for omission (contractions) and possession</p> <p>Commas for Fronted Adverbials</p>	As above + Determiners Pronoun Possessive Pronoun	<p>Expanded Noun Phrases curly hair / strict maths teacher with curly hair The strict maths teacher with curly hair gave us difficult algebra homework for the holiday.</p> <p>Adverbials – time, reason, manner, place Later that day, I heard the bad news. Without a second thought, she stepped out onto the narrow path. Every day this week, my brother has forgotten his lunch box because he got up late.</p> <p>Inverted Commas "Do we have to go to bed now?" whispered Sam. "Help! Fire!" yelled the mayor.</p> <p>The conductor shouted, "Sit down!"</p> <p>"Can I help you?" enquired the young man kindly. "Would you carry this heavy bag for me, please?" the old lady said with a sigh. "Of course," he smiled.</p> <p>"Please be careful where you put your feet," said the old lady, "because I think I've left my reading glasses on the hearth by the gas fire."</p>	<p>Adverbials – multi word There are 4 types of adverbs. They describe time, reason, manner and place (TRaMP) Time – just before dawn, many years ago, as the minutes past Manner – in the blink of an eye, as quick as a flash, in a state of terror Reason – as a result of, due to the fact, despite knowing Place – in the ancient city, out of nowhere under the bed</p> <p>Pronoun A pronoun can replace a noun or noun phrase to make sentences less repetitive. There are several kinds: <u>Personal</u> – specific person (I, me, you) <u>Possessive</u> – ownership (mine, yours) <u>Interrogative</u> – questions (who, whom) <u>Relative</u> – links clauses and phrases (which, whoever, who, whose) <u>Indefinite</u> – refers to unspecified person (another, anyone) <u>Reflexive</u> – subject of the sentence (myself, himself)</p> <p>Determiner A determiner shows whether a noun is known or unknown. It goes before any modifiers (adjectives or other nouns). <i>the cat (a specific, known cat)</i> <i>a cat (not sure which cat)</i> <i>this black cat</i></p> <p>Articles – the, a, an Demonstratives – this, those Possessives – my, your Quantifiers – some, many, every</p> <p>Modify / Modifier One word or phrase modifies another by making its meaning more specific.</p>
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Progression in Vocabulary, Grammar and Punctuation

Year 5	<p>Spell words which include: -see Y5/6 NC for list of spelling patterns</p> <p>Further prefixes and suffixes -Converting Nouns or Adjectives into Verbs using Suffixes (-ate / -ise, / -ify)</p> <p>-Verb Prefixes (dis- / re- / de- / mis- / over-)</p> <p>Silent letters – knight, psalm, solemn</p> <p>Further homophones</p> <p>Use knowledge of morphology and etymology in spelling</p> <p>Use a Dictionary – up to first four letters of a word – to check spelling and meaning</p> <p>Use a Thesaurus</p>	<p>Expanded Noun Phrase</p> <p>Subordinating Conjunctions – AWHITEBUS</p> <p>Co-ordinating Conjunctions – FANBOYS</p> <p>Use of Tenses: As Year 3</p> <p>Sentence Types: As Year 2</p> <p>Adverbials (TRaMP)</p> <p>Prepositions</p> <p>Relative Clauses and Relative Pronouns</p> <p>Degrees of Possibility using Adverbs</p> <p>Modal Verbs</p>	<p>Cohesion within Paragraphs / across Paragraphs using Adverbials</p>	<p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Inverted Commas</p> <p>Commas to separate items in a list</p> <p>Apostrophe for omission (contractions) and possession</p> <p>Commas for Fronted Adverbials</p> <p>Commas for Clarity</p> <p>Parenthesis - Dashes, Brackets, Commas</p>	<p>As above + Relative Clause Relative Pronoun Modal Verb Parenthesis Dash Bracket Cohesion Ambiguity</p>	<p>Relative Clauses – who, which, where, when, whose, that <i>That's the boy <u>who lives down our road</u>.</i> <i>A girl, <u>who lives down our road</u>, has purple hair.</i> <i>The prize <u>that I won</u> is a book.</i> <i>Tom broke the toy, <u>which made everyone unhappy</u>.</i></p> <p>Adverbs – perhaps, surely, maybe, certainly Perhaps we'll be able to go at the weekend. "Surely you're not still hungry?" "I certainly am."</p> <p>Modal Verbs - might, should, will, must, ought If we practise hard, we could win the trophy. We shouldn't go in.</p> <p>Commas for Clarity No eating children. No eating, children. man eating shark V man-eating shark recover V re-cover</p> <p>Parenthesis – commas My sister, who adores swimming, is going to race in the local gala. While digging in the garden, Lucky Goldrick, a retired jeweller, dug up a hoard of Viking coins.</p> <p>Parenthesis – brackets The Diplodocus was one of the longest sauropods measuring 27 metres (88 feet) whereas the much earlier Vulcanodon only measured 6.5 metres (21 feet).</p> <p>Parenthesis – dashes On Wednesday – mum's birthday – we went out for lunch. While digging in his garden, Lucky Goldrick - a retired jeweller – dug up a hoard of Viking coins.</p> <p>Expanded Noun Phrases – to convey complicated information concisely By midnight, the bitter snow swirled across derelict rooftops and smokeless chimneys halting any further attempt at escape.</p> <p>A deep, mournful howl echoed through the rows of cages as the creature's rich fur scraped along the sharp metal shards by the doorway.</p>	<p>Relative Clauses A relative clause is a special type of subordinate clause because it modifies the noun. It often uses a relative pronoun but it does not need to.</p> <p>Degrees of Possibility Use adverbs or modal verbs in order to show how likely something is going to happen. <i>Perhaps I will attend. (adverb)</i> <i>It is definitely happening. (adverb)</i> <i>I should visit him. (modal verb)</i></p> <p>Modal Verbs Modal verbs change the meaning of other verbs. They can express meanings such as certainty, ability or obligation. The main modal verbs are: will, would, can, could, might, shall, should and ought.</p> <p>Parenthesis A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between dashes or commas. The section of text within the parenthesis is not needed for the rest of the sentence to make sense.</p> <p>Dash A dash may be used to replace other punctuation marks - colons, semi-colons, commas or brackets. The use of a dash may show added emphasis, an interruption or a change in thought.</p> <p>Bracket Brackets are used to separate information that is not essential to the sentence.</p> <p>Cohesion Where the whole of the sentence / paragraph makes sense. Cohesive devices can help to do this. <i>A visit has been arranged for Year 6, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The Centre</u> has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.</i></p> <p><i>In this example, we know that the visit is to Mountain Peaks Field Study Centre and therefore we do not need to refer to its full name: instead we can just write The Centre.</i></p> <p>Cohesive Devices Cohesive devices are words used to show how the different parts of a text fit together. Examples of cohesive devices are: determiners and pronouns, which refer back to earlier words / conjunctions and adverbs, which can make relations between words clear and ellipsis of expected words.</p> <p>Ambiguity Sentence / paragraph where the meaning is not clear: there could be two or more meanings. <i>Stolen painting found by tree...</i> <i>Meaning: Either a tree found a stolen painting or a stolen painting was found next to a tree!</i></p>
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Progression in Vocabulary, Grammar and Punctuation

Year 6	<p>Spell words which include: -see Y5/6 NC for list of spelling patterns</p> <p>Further prefixes and suffixes -Converting Nouns or Adjectives into Verbs using Suffixes (-ate / -ise, / -ify)</p> <p>-Verb Prefixes (dis- / re- / de- / mis- / over-)</p> <p>Silent letters – knight, psalm, solemn</p> <p>Further homophones</p> <p>Formal and Informal vocabulary</p> <p>Synonyms and Antonyms</p> <p>Use knowledge of morphology and etymology in spelling</p> <p>Use a Dictionary – up to first four letters of a word – to check spelling and meaning</p> <p>Use a Thesaurus</p>	<p>Expanded Noun Phrase</p> <p>Subordinating Conjunctions – AWHITEBUS</p> <p>Co-ordinating Conjunctions – FANBOYS</p> <p>Use of Tenses: As Year 3</p> <p>Sentence Types: As Year 2</p> <p>Adverbials (TRaMP)</p> <p>Prepositions</p> <p>Relative Clauses and Relative Pronouns</p> <p>Modal Verbs</p> <p>Passive Voice</p> <p>Subjunctive Form</p>	<p>Link ideas through a wider range of cohesion including the use of ellipsis</p> <p>Layout Devices – headings, sub-headings, columns, bullets or tables</p>	<p>Capital Letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation Marks</p> <p>Inverted Commas</p> <p>Commas to separate items in a list</p> <p>Apostrophe for omission (contractions) and possession</p> <p>Commas for Fronted Adverbials</p> <p>Commas for Clarity</p> <p>Parenthesis - Dashes, Brackets, Commas</p> <p>Colons, Semi-Colons</p> <p>Hyphens</p> <p>Bullet Point</p> <p>Punctuation</p>	<p>As above + Subject Object Active Voice Passive Voice Synonym Antonym Ellipsis Colon Semi-Colon Hyphen Bullet Points</p>	<p>Active / Passive Voice Active – I broke the windows in the green house. Passive – The greenhouse was broken (by me). Gold and precious jewels have been discovered in the ruins of the old monastery.</p> <p>Colons – introduce a list William was so hungry he ate everything in the house: chips, cod pizza, carrots with dip, hot dogs, peanut butter and a packet of sweets.</p> <p>Colons – before a description, a definition or an explanation Jane is so friendly and will play with anyone, even Tom: he’s been horrible to everyone but she still involves him in her games. For years while I was reading Shakespeare’s Othello, I had to constantly look up the word ‘egregious’ since the villain uses that word: outstandingly bad or shocking. I had a horrible weekend: I had a sore throat and spent all Saturday and Sunday in bed.</p> <p>Semi Colons – in a list with longer phrases The alien discovered there were many excellent foodstuffs on the planet Earth his species would enjoy such as, small cars for a quick snack; lorries and buses for a hearty lunch; pylons for the picky eater and trains for the truly ravenous.</p> <p>Semi Colons – mark the boundaries between related independent clauses It’s raining; I’m fed up. The apprentice was tempted by buy more tools; he was hoping to have a full set before he qualified.</p> <p>Bullet Points – correctly punctuated</p> <ul style="list-style-type: none"> • Colons can be used to introduce the list, but aren’t always used. • Use either capital or lower case letters to starts the item –but don’t swap from one to the other. • Punctuation at the end of a bullet point isn’t generally used for short points but is sometimes used when bullet points are longer. If used it must be used consistently across all bullets. • Punctuation used could be full stops of semi-colons. <p>Informal / Formal + Subjunctive Form I asked mum for an ice-cream. I asked for some old papers. He’s your friend, isn’t he?</p> <p>The school requires all pupils to be honest. The school rules demand pupils not to enter the gym at lunchtime.</p> <p>It is vital that she attend the meeting.</p>	<p>Active Voice In most sentences, the action is completed by the subject. These are active sentences and use the active voice.</p> <p>Passive Voice Passive voice is often less personal because you can remove the part of the sentence that tells the reader who did the action.</p> <p>Synonym Words with similar meanings.</p> <p>Antonym Two words are antonyms if their meanings are opposite.</p> <p>Ellipsis Ellipsis is the omission of a word or phrase which is expected and predictable. “She did it because she wanted to do it.” “But I thought he was...” “What...what happened?”</p> <p>Colon A colon is a mark used to introduce a list or before a description, a definition or an explanation.</p> <p>Semi-Colon A semi-colon can be used to separate two main clauses in a sentence. Semi-colons can also be used to separate items in a list if these items consist of longer phrases.</p> <p>Hyphen A hyphen is a short line used to connect the parts of a compound word or the parts of a word divided for any purpose. <i>pick-me-up</i> <i>rock-forming mineral</i></p> <p>Bullet Point Used to separate relative items. They are also used to separate items needed in ingredients / what you need in a set of instructions.</p>
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Items in bold have been taught in previous year groups and should be known by the children.

Year 3 / 4 – Word List								
accident (ally)	busy / business	describe	extreme	heart	library	ordinary	promise	strange
actual (ly)	calendar	different	famous	height	material	particular	purpose	strength
address	caught	difficult	favourite	history	medicine	peculiar	quarter	suppose
answer	centre	disappear	February	imagine	mention	perhaps	question	therefore
appear	century	early	forward (s)	important	minute	popular	regular	though /
arrive	certain	earth	fruit	increase	natural	position	reign	although
believe	circle	eight / eighth	grammar	interest	naughty	possess (ion)	remember	thought
bicycle	complete	enough	group	island	notice	possible	sentence	through
breath	consider	exercise	guard	knowledge	occasion (ally)	potatoes	separate	various
breathe	continue	experience	guide	learn	often	pressure	special	weight
build	decide	experiment	heard	length	opposite	probably	straight	woman / women

Year 5 / 6 – Word List					
accommodate	communicate	environment	individual	prejudice	stomach
accompany	community	equip (-ped, -ment)	interfere	privilege	sufficient
according	competition	especially	interrupt	profession	suggest
achieve	conscience	exaggerate	language	programme	symbol
aggressive	conscious	excellent	leisure	pronunciation	system
amateur	controversy	existence	lightning	queue	temperature
ancient	convenience	explanation	marvellous	recognise	thorough
apparent	correspond	familiar	mischievous	recommend	twelfth
appreciate	criticise (critic + ise)	foreign	muscle	relevant	variety
attached	curiosity	forty	necessary	restaurant	vegetable
available	definite	frequently	neighbour	rhyme	vehicle
average	desperate	government	nuisance	rhythm	yacht
awkward	determined	guarantee	occupy	sacrifice	
bargain	develop	harass	occur	secretary	
bruise	dictionary	hindrance	opportunity	shoulder	
category	disastrous	identity	parliament	signature	
cemetery	embarrass	immediate (ly)	persuade	sincere (ly)	
committee			physical	soldier	

Irregular common words are **words** that do not follow the **common** phonetic spelling rules children learn in **Year 1** and Year 2. These are also called **tricky words** or **sight words** as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in phonics. EG- they, said, me, was

- A **full stop** comes at the end of a sentence that is complete and finished. *The boy ran across the road.*
- A **question mark** comes at the end of a sentence which is asking a question. *What time is lunch?*
- An **exclamation** is something you say or shout, that shows you are very happy, angry, or surprised. *Oh dear!*
- A comma can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

Name: *Miss West*
Place: *England*
Day: *Monday*
|

Co-ordinating Conjunction
AND
Use and to add and link similar ideas
I sang **and** she listened.
I have a cat **and** my friend has a dog.

Statements say something and are punctuated either with a full stop (.) or an **exclamation** mark (!).
Questions ask something and can only be punctuated with a **question** mark (?).
Commands tell somebody to do something and are punctuated with an **exclamation** mark (!) or a full stop (.).

An expansion of the **noun** with **adjectives** for description.
evil beast small creature.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week , I jumped over the bar.	I am going swimming today at school. I like to play catch.

Year 1

- Use irregular common words
- Use capital letters, full stops, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use co-ordinating conjunction 'and'
- Use sentences with different forms in their writing (statements, questions, exclamations and commands)
- Use some expanded noun phrases to describe and specify
- Use present and past tense mostly correctly and consistently
- Use some subordinating conjunctions (when / if / that / because).

Subordinating Conjunctions
Subordination is the method of connecting two separate sentences or parts of a sentence together in a way which highlights that one part is more important than the other.
Harry washed the car because it was very dirty.

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There is no comma before 'and'.

Irregular common words are words that do not follow the **common** phonetic spelling rules children learn in **Year 1** and **Year 2**. These are also called tricky **words** or sight **words** as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in phonics. EG- door, because, great, told

Subordination

Subordination is the method of connecting two separate sentences or parts of a sentence together in a way which highlights that one part is more important than the other. The way you can distinguish between the main clause and the subordinate clause is that the main clause will make sense on its own. However, the subordinate clause is dependent on the main clause to make sense.
I will go to bed **when** I have eaten my dinner.
You can have your cake **if** you have eaten your salad.

Year 2

- Use irregular common words
- Use capital letters, full stops, question mark or exclamation mark.
- Using some subordination (when / if / that / because)
- Use co-ordinating conjunction 'and, but, so'
- Use present and past tense mostly correctly and consistently
- Use apostrophes to mark singular possession in nouns and contraction

Co-ordinating Conjunction

AND

Use and to add and link similar ideas
I sang **and** she listened.

BUT

Use but when you want to make an opposite sentence to the first.
I like onions, **but** Ben doesn't

SO

Used to indicate a consequences or result
It rained **so** I put up my umbrella.

Apostrophes to mark **singular** possession

the **girl's** name is...

the **dog's** paw is ...

Contraction

do not - **don't**

Is not - **isn't**

Past already happened	Present today or now
I was dancing yesterday in PE. Last week , I jumped over the bar.	I am going swimming today at school. I like to play catch.

All can be used to inform time, place and cause.

- Conjunctions link words and phrases together.
- Adverbs modify verbs, adjectives and clauses.
- Preposition describes location, place or time - before a noun.

Conjunctions		Adverbs		Prepositions	
when	before	then	next	before	after
while	since	soon	always	during	due to
because	so	later	now	above	below
where	later	inside	outside	through	under
unless	until	therefore		beside	with
yet	once	yesterday		inside	next to
that	if	frequently		because of	
		eventually			

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- A comma can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

A noun phrase adds detail to the noun. *the big bear...a black dog...an old, wooden boat...the bird with golden feathers...*

*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks...history book...ankle boots*

First, second, and third person show the narrative point of view.

1st person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd person: you, your yours.

You are kind. The gift is all yours.

3rd person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast.

They preferred to play football.

Sally watched the game.

The present perfect verb form, instead of the simple present.

Simple present tense

I like to play games.

My dad drives a red car.

Present perfect

He **has gone** out to play.

(**present+perfect** form)

I **have** finished my work.

(**present+perfect** form)

Inverted commas (also known as speech marks) show when people are actually speaking: this is known as direct speech.

"I'm beginning to understand," he said.

" " At the start and end of what is being said.

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
 - Use conjunctions (when, so, before, after, while, because).
 - Use adverbs (e.g. then, next, soon).
 - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.

In stories this could be the **beginning, middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.

Heading = All about Cats

Subheadings = Diet of a Cat

Cat Breeds

Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the...'

Action: Stamping down the stairs, Hiding behind the tree,
 Adverbials of time: Just then, All of a sudden, In a flash,
 Speech: "I'm going out," Sam shouted. "Help!" screamed....

A **simple sentence** stands alone. *I went for a walk.*

Varying sentence structure can take many forms:
 -Two **main clauses** are joined with a conjunction
The bird ate a worm and it flew into the tree.
 -A **subordinate clause**- it doesn't make sense alone. The commas separate the clauses.
When I saw the food, my tummy began to rumble.
Sam had many toy cars but then he lost them.

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative, direct speech may be present tense.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week, I jumped over the bar.	I am going swimming today at school. I like to play catch.

Year 4

- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

- **Pronouns:** refer back to earlier nouns used to avoid repetition.
 - Sam – he, the boy, his, him.
 - Aisha – she, her, the girl.
- **Prepositions, conjunctions and adverbs:** make relations between words clear. Before leaving, check... After lunch..., Finally...

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. *the teacher* expanded to: *the strict maths teacher with*

An expansion of the **noun** with **adjectives** for description. *evil beast small timid creature*

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

After much hesitation, the child leapt into the abyss and hoped for the best.
Staring at what was in front of him, he realised it wasn't as bad as he had first thought.

Apostrophes to mark **singular** and **plural** possession

the **girl's** name is... the **girls'** names are
 the **dog's** paw is the **dogs'** paws are

-Use " " when a character starts and finishes speaking

-Start speech with a capital letter

-Punctuate within the speech marks this could be ! ? . or ,)

The conductor shouted, "Sit down!"

"Today I had chips for lunch," Sam told his mum.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:

-Narrative: at least **beginning**, **middle** and **end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading

Heading = The title All about the Romans

Subheadings = Within the report - Roman Weapons The Empire

Let's bake Grandpa.
 Let's bake, Grandpa. ✓
 I like cooking dogs and flowers. ✗
 I like cooking, dogs and flowers. ✓

-Comma before the speech if speech is in the middle of the sentence.
 -Use "" when a character starts and finishes speaking (punctuation inside speech marks).
 -Start speech with a capital letter (apart from the second part of split speech).
 -New speaker, new line.
 Ahmet approached Brendan the bully, "Leave me alone!" he cried.
 "Make me," snarled Brendan, "I dare you."

The dog, **itching like mad**, had fleas all over it.
 Children, **fighting for their lives**, were struggling to find adequate food.

Contraction – She **wouldn't** do that. **It's** in the classroom.
Possession – The **moon's** light shone brightly. Violently, the **trees'** branches thrashed around in the wind.

Now listen. I need you to understand that....
Scared, frightened, terrified, he cowered in the corner of the room.

Mr Smith loves Mr Smith's plants. ✗
 Mr Smith loved **his** plants. ✓

Maybe you could show me where it is. I **will** find out anyway. I **might** even search for it myself.

Dashes (short and descriptive)
 The best class in the school – 6K – have won the attendance award.
 My favourite team – Coventry City – won their game yesterday.
Brackets (extended extra information)
 Mo raced to the finish line (he had never been more determined to come first).
 Unicef rights (article 20) outlines that the Government will help unaccompanied refugees.
Commas (relative clause beginning with relative pronoun – that, who, whom, whose, which)
 Mr Ali's children, **whose** Lego pieces were lost, cried when they couldn't build the toy helicopter.

Jack, **who didn't want to eat his dinner**, cried until he went to bed.
 The shop, **that was across the road**, sold Hubba Bubba.

- Year 5**
- Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.
 - Use inverted commas and other speech punctuation to indicate direct speech.
 - Use commas to clarify meaning or avoid ambiguity.
 - Add phrases to make sentences more precise and detailed.
 - Use range of sentence openers – judging the impact or effect needed.
 - Use pronouns to avoid repetition.
 - Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
 - Use the following to indicate parenthesis:
 - o Brackets
 - o Dashes
 - o Commas
 - Link clauses in sentences using a range of subordinating and coordinating conjunctions.
 - Use relative clauses beginning with who, which and that to add detail and description
 - Use verb phrases to create subtle differences (e.g. she began to run).
 - Consistently organize into paragraphs.
 - Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
 - Use fronted adverbials with commas to vary sentence structure

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions
for, and, nor, but, or, yet, so	after although as as far as as if as long as as soon as as though because before even if when where wherever	either...or not only...but (also) neither...nor both...and whether...or just as...so than the...the as...as as much...as no sooner...than rather...than
F.A.N.B.O.Y.S.	even though every time if in order that since so so that than though unless until whenever whereas while	

Time - After the clock struck midnight...
Place – In the middle of the deep, dark hole...
Number – Firstly, secondly, after...

After much hesitation, the child leapt into the abyss and hoped for the best.
When he finally opened his eyes, he realised it wasn't as bad as he first thought.



A sentence where the **subject** receives an action by someone/something.

Passive - The **house** was cleaned by Miss Abraham.

Active - Miss Abraham cleaned the **house**.

Semi-Colon - links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

Colon - links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

Dash (normally used informally) - indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match - she played in defence.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

Complete sentence - use capital letters and punctuation. **words/phrases** - don't end with punctuation. Be consistent when beginning each point with capital/lower case letters.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book.

. ? , ! ' ... " " - () : ;

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. **They** couldn't wait).

Conjunctions to link ideas and **adverbs and adverbials to convey time, place or reason**. Eventually, they agreed to share the apple because they wanted to stay friends.

Although he was wealthy, he was still unhappy.

He was still unhappy **although** he was wealthy.

Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

TIP TOP
Time Person Topic Place