 **St. Aidan’s Catholic Primary Academy School’s teaching guide for progression in writing year by year. (September 2019) (Adapted from Pie Corbett’s version)**

* **In the Punctuation & Terminology columns, any terms in bold are a statutory requirement of the National Curriculum in England.**
* Terms highlighted in yellow are technical grammatical terms that will feature in the grammar tests.
* **Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with ‘What’ or ‘How’!**

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| **Reception** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Introduce:****Planning Tool –Story map /story mountain**Whole class retelling of storyUnderstanding of beginning, middle, end**Retell simple 5-part story:**Once upon a timeFirst / Then / NextButSoFinally,…..happily ever after**Non-fiction**:**Factual writing closely linked to a story.****Simple factual sentences based around a theme.**LabelsCaptionsListsDiagramsMessage | Introduce:**Simple sentences****Simple Connectives:***and**who**until**but***Say a sentence, write and read it back to check it makes sense.****Compound sentences using connectives** (coordinating conjunctions)and / but-‘**ly’ openers**Luckily / Unfortunately,**Repetition for rhythm:**e.g.*He walked and he walked.***Repetition in description***a lean cat, a mean cat* | Introduce:**Determiners***the**a**my**your**an**this**that**his**her**their**some**all****Prepositions:****up onto**down**in**into**out**to***Adjectives** *e.g old, little, quiet***Adverbs** *e.g. luckily, unfortunately***Similes***- ‘like’* | **Introduce:**Finger spacesFull stopsCapital letters | **Introduce:**Finger spacesLetterWordSentenceFull stopsCapital letterSimile – ‘like’ |
| **Year 1** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Reception list** **Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain **Plan opening around** character(s), setting, time of day and type of weather **Understanding –** beginning/middle/ end to a story **Understanding -** 5 parts to a story: **Opening** *Once upon a time…* **Build-up** *One day…* **Problem / Dilemma**  *Suddenly.../ Unfortunately, …* **Resolution** *Fortunately, …* **Ending** *Finally,….* **Non-fiction:**Planning tools: text map / washing line Heading **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a themeBullet points for instructions Labelled diagrams **Ending** Concluding sentence | **Consolidate Reception list** **Introduce:** **Types of sentences:** Statements Questions Exclamations **Simple Connectives:** *and* *or* *but* *so* *because* *so that* *then* *that* *while* *when* *where* **Also as openers:** *While…* *When…* *Where…* **-‘ly’ openers** *Fortunately,…Unfortunately, Sadly,…* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.***Embellished simple sentences using adjectives e.g.** *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Compound sentences using (coordinating conjunctions)** *and/or/ but/so e.g.* *The children played on the swings* ***and*** *slid down the slide.* *Spiders can be small* ***or*** *they can be large.* *Charlie hid* ***bu****t Sally found him.* *It was raining* ***so*** *they put on their coats.* **Complex sentences:** **Use of ‘who’ (relative clause)** *e.g. Once upon a time there was a little old woman* ***who*** *lived in a forest.* *There are many children* ***who*** *like to eat ice cream.* **Repetition for rhythm** *e.g.* *He walked and he walked and he walked.***Repetition for description e.g** a lean cat, a mean catA green dragon , a fiery dragon | **Consolidate Reception list** **Introduce:** **Prepositions:** *inside* *outside* *towards* *across* *under* **Determiners:** *the a my your an this that his her their some all lots of many more those these* **Adjectives** to describe e.g. *The* ***old*** *house…* *The* ***huge*** *elephant…* **Alliteration** e.g. *dangerous dragon* slimy snake **Similes using as….as…** e.g. *as tall as a house* as red as a radish **Precise, clear language to give information e**.g. *First, switch on the red button.* *Next, wait for the green light to flash...* *Regular* ***plural noun Suffixes*** *–s or –es* *(e.g. dog, dogs; wish, wishes)* ***Suffixes*** *that can be added to* ***verbs*** *(e.g. helping, helped, helper)* *How the* ***prefix*** *un– changes the meaning of* ***verbs*** *and* ***adjectives*** *(negation, e.g. unkind, or undoing, e.g. untie the boat)* | **Consolidate Reception list** **Introduce:** Capital Letters: ***Capital letter for names*** ***Capital letter for the personal pronoun I*** Full stops Question marks Exclamation marks Speech bubble Bullet points  | **Consolidate:** Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter** Simile – ‘like’ **Introduce:** **Punctuation** **Question mark** **Exclamation mark** Speech bubble Bullet points **Singular/ plural**Adjective VerbConnectiveAlliterationSimile-as |
| **Year 2** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Year 1 list** **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. **Non-Fiction** **Introduce:** **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams**Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false?The consistent use of **present tense** versus **past tense** throughout texts.Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming , he is shouting)* | **Consolidate Year 1 list****Introduce:****Types of sentences:**StatementsQuestionsExclamationsCommands**-‘ly’ starters**e.g. *Usually, Eventually, Finally,**Carefully, Slowly, …***Vary openers** to sentences**Embellished simple sentences using:****adjectives** e.g. *The boys crept inside the dark cave.***adverbs** e.g. *Tom ran quickly down the hill.***Secure use of compound sentences** **Coordination using and/or/but/so (**coordinating conjunctions)**Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which e.g.** Sam, **who** was lost, sat down and cried. The Fire of London, **which** started in Pudding Lane, spread quickly.**Additional subordinating conjunctions:** what/while/when/where/ because/ then/so that/ if/to/until **e.g. While** *the animals were munching breakfast, two visitors arrived***.***During the Autumn,* **when** *the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information.Use short sentences for emphasis.**Expanded noun phrases** *e.g. lots of people, plenty of food***List of 3 for description***e.g. He wore old shoes, a dark cloak and a red hat.**African elephants have long trunks, curly tusks and large ears.* | **Consolidate Year 1 list****Introduce:****Prepositions:***behind, above, along**before, between, after***Alliteration**e.g. *wicked witch**slimy slugs***Similes using…like…**e.g.*… like sizzling sausages**…hot like a fire***Two adjectives to****describe the noun**e.g.*The scary, old woman…**Squirrels have long,**bushy tails.***Adverbs for description**e.g.*Snow fell gently and**covered the cottage the wood.***Adverbs for****information** e.g.Lift the pot carefullyonto the tray.The river quicklyflooded the town.**Generalisers for information, e.g.** *Most dogs….* *Some cats….* *Formation of* ***nouns*** *using* ***suffixes*** *such as –ness, –er**Formation of* **adjectives** *using* ***suffixe****s such as –ful, –less* *(A fuller list of suffixes can be found in the spelling appendix.)* *Use of the* **suffixes** *–er and –est to form comparisons* **of adjectives** and **adverbs**  | **Consolidate Year 1 list****Introduce:****Demarcate****sentences:**Capital lettersFull stopsQuestion marksExclamation marks**Commas** to separateitems in a list**Comma** after –lyopenere.g.*Fortunately,…Slowly,**…****Speech bubbles*** */speech marks for direct speech.****Implicitly understand how to change from indirect speech to direct speech.******Apostrophe to mark contracted forms in spelling****e.g don’t, can’t* | **Consolidate:****Punctuation**Finger spaces**Letter****Word****Sentence****Full stops****Capital letter****Question mark****Exclamation****mark**Speech bubbleBullet points**Singular/ plural**AdjectiveVerbConnectiveAlliterationSimile – ‘as’/ ‘like’**Introduce:****Apostrophe****(contractions only)****Commas for description****‘Speech marks’****Suffix****Verb /** adverbBossy verbs**Tense (past, present,****future)****Adjective / noun**GeneralisersAdverbials (SATs)***Subordinating******conjunctions*** |
| **Year 3** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Year 2 list** **Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction –**should include detailed description of setting or characters **Build-up –**build in some suspense towards the problem or dilemma (although)**Problem / Dilemma –**include detail of actions / dialogue (Without Warning)**Resolution -** should link with the problem –Therefore**Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.**Non-Fiction**  **Introduce:** **Secure use of planning tools:** e.g. Text map, washing line, story grids **Paragraphs** to organise ideas around a theme **Introduction** Develop a hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….? **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphsLists of steps to be takenBullet points for factsFlow diagram **Develop Ending** Personal response Extra information / re-minders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.** | **Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)** ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* **Compound sentences (Coordination)**  *Using and/ or / but / so / for /nor / yet* **(coordinating conjunctions)****Develop complex sentences** **(Subordination) with range of subordinating conjunctions** **-‘ing’ clauses as starters e.g.** *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* **Drop in a relative clause using: who/whom/which/whose/** **that e.g.** *The girl,* ***whom*** *I remember,* *had long black hair.* *The boy,* ***whose*** *name is George, thinks he is very brave.* *The Clifton Suspension bridge,* ***which*** *was finished in 1864,is a popular tourist attraction***.** **Sentence of 3 for description e.g.** *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* **Pattern of 3 for persuasion e.g.** *Visit, Swim, Enjoy!***Topic sentences to introduce non-fiction paragraphs e.g.** *Dragons are found across the world.* **Dialogue –powerful speech verb** **e.g***. “Hello,” she whispered.* | **Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of* *In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.**Drops of rain pounded on the corrugated, tin roof.* ***Nouns formed from prefixes*** ***e.g. auto… super…anti…*** ***Word Families based on common words*** ***e.g. teacher –teach,*** ***beauty – beautiful*** ***Use of determiners a or an according to whether next word begins with a vowel*** ***e.g. a rock, an open box*** | **Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*  | **Consolidate:** **Punctuation** * Finger spaces
* **Letter**
* **Word**
* **Sentence**
* **Full stops**
* **Capital letter**
* **Question mark**
* **Exclamation mark**
* Speech bubble
* **‘Speech marks’**
* Bullet points
* **Apostrophe for contractions only**)
* **Commas for sentence of 3-description**

**Singular/plural suffix****Tense-**past,present,futureAlliterationSimile – ‘as’/ ‘like’ **Adjective/noun****Verb/**adverb**Introduce:** * **Word family**
* **Conjunction**
* **Coordinating conjunction**
* **Subordinating conjunction**
* **Adverb**
* **Preposition**
* **Direct speech**
* **Prefix**
* **Suffix**
* **consonant letter vowel**
* **vowel letter**
* **inverted commas (or ‘speech marks’)**
* **Clause**
* **Subordinate clause**
* Determiner
* Synonyms
* Relative clause
* Relative pronoun
* Imperative

Colon for instructions |
| **Year 4** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Year 3 list****Introduce:****Secure use of planning tools:**e.g. story map /story mountain/story grids /’Boxing-up’ grids**Plan opening using:**Description /action**Paragraphs:**to organise each part of storyto indicate a change in place orjump in timeBuild in suspense writing tointroduce the dilemma**Developed 5 parts to story****Introduction****Build up****Problem/ Dilemma****Resolution** **Ending**Clear distinction betweenresolution and ending. Endingshould include reflection onevents or the characters.**Non-Fiction** **Introduce:** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid  **Paragraph**s to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.Use of bullet points, diagrams **Introduction Middle section(s) Ending** Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.***Appropriate choice of pronoun or noun across sentences*** | **Consolidate Year 3 list****Introduce:** **Long and short sentences: Long sentences** to enhance description or information  **Short sentences** to move events on quickly*e.g. It was midnight. It’s great fun.*  **Start with a simile** e.g.*As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.*  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences** using coordinating conjunctions and / or / but / so / for / nor / yet **Develop complex sentences: Main and subordinate clauses** with range of subordinating conjunctions. **-‘ed’ clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.*  **Expanded -‘ing’ clauses as starters** *e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.*  **Drop in –‘ing’ clause** e.g. *Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.*  **Sentence of 3 for action** e.g*. Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.*  **Dialogue** - verb + adverb - “Hello,” she whispered, shyly.  *Appropriate choice of* ***pronoun or noun*** *within a sentence to avoid ambiguity and repetition* | **Consolidate Year 3 list****Introduce: Prepositions***at underneath since towards beneath beyond* **Conditionals -** *could, should, would***Comparative and superlative adjectives e.g.** *small…smaller…**smallest good…better…best***Proper nouns** refers to a particular person or thing**The grammatical difference** between **plural** and **possessive** –s  Standard English forms for **verb inflections** instead of local spoken forms (e.g. we were instead of we was) pronoun or noun across sentences  Dialogue - verb + adverb - “Hello,” she whispered, shyly.  Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | **Consolidate Year 3 list****Introduce:** **Commas** to mark clauses  **Full punctuation for direct speech:** *Each new speaker on a new line Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella!* **Apostrophes** to mark **singular and plural possession** (*e.g. the girl’s name, the boys’ boots)* | **Consolidate Year 3 list****Punctuation** * Finger spaces
* Letter
* **Word**
* **Sentence**
* **Full stops**
* **Capital letter**
* **Question mark**
* **Exclamation mark**
* Speech bubble
* **‘Speech marks’**
* **Direct speech**
* **Inverted commas**
* **Bullet points**
* **Apostrophe** (contractions only)
* Coordinating conjunction
* Subordinating conjunction

**Singular/ plural Suffix/ Prefix Word family Consonant/Vowel**  **Adjective / noun** **Verb / Adverb** Bossy verbs **-** imperative **Tense (past, present, future)** Connective **Conjunction** **Preposition** Determiner/ generaliser **Clause** **Subordinate clause** Relative clauseRelative pronoun  AlliterationSimile – ‘as’/ ‘like’ Synonyms**Introduce:** * **Pronoun**
* **Possessive pronoun**
* **Adverbial**
* **Fronted adverbial**
* **Apostrophe – possession**
* **determiner**
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| **Year 5** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Year 4 list** **Introduce:** **Secure independent use of planning tools**Story mountain /grids/flow diagrams **Plan opening using:**Description /action/dialogue**Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.**Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction** –should include action / description -character or setting /dialogue **Build-up** –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be resolved**Resolution** –clear links with dilemma **Ending** –character could reflect on events, any changes or lessons, look forward to the future ask a question.  **Non-Fiction** **Introduce: Independent planning** across all forms and application Secure use of range of layouts suitable to text. **Structure:** Introduction / Middle / Ending **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear  Link ideas within and across paragraphs using a full range of connectives and signposts.Use rhetorical questions to draw the reader inExpress own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader | **Consolidate Year 4 list** **Introduce:** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences:****Main and subordinate clauses** with full range of conjunctions  **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George* *fell to his knees.* **Elaboration of starters using adverbial phrases***. e.g.* *Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.* **Drop in –‘ed’ clause** *e.g.**Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Sentence reshaping techniques** *e.g. lengthening or shortening sentence for meaning and /or effect* **Moving sentence chunks (how, when, where) around for different effects e.g***.* *The siren echoed loudly ….through the lonely streets ….at midnight* **Use of rhetorical questions** **Stage directions in speech** **(speech + verb + action) e.g.** *“Stop!” he shouted, picking up the stick and running after the thief.* **Indicating degrees of possibility using modal verbs (***e.g. might, should, will, must) or* ***adverbs*** *(perhaps, surely)* | **Consolidate Year 4 list**  **Introduce:** **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him*  Developed use of **technical language**  Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. ate; –ise; –ify)  **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–) | **Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets** **Colons** **Use of commas to clarify meaning or avoid ambiguity**  | **Consolidate****Punctuation** * Letter/**Word**
* **Sentence**
* **Full stops/Capital letter**
* **Question mark**
* **Exclamation mark**
* **‘Speech marks’**
* **Direct speech**
* **Inverted commas**
* **Bullet points**
* **Apostrophe** contractions/possession
* **Colons for instructions**

**Singular/ plural** **Suffix/ Prefix** **Word family Consonant/Vowel****Adjective / noun** **Verb / Adverb**Bossy verbs - imperative **Tense (past, present, future)** **Conjunction / Connective****Preposition Determiner/ generaliser****Pronoun – relative/ possessive Clause Subordinate/ relative clause** **Adverbial Fronted adverbial** Alliteration Simile – ‘as’/ ‘like’ Synonyms**Introduce:**  * **Relative pronoun**
* **Relative clauses**
* **Modal verb**
* **Parenthesis**
* **Bracket**
* **dash**
* **Determiner**
* **Cohesion**
* **Ambiguity**
* Metaphor
* Personification
* Onomatopoeia
* Rhetorical question
* Tense: present and past progressive
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| **Year 6** | **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology** |
|  | **Consolidate Year 5 list** **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan  **Paragraphs** -Secure use of linking ideas within and across paragraphs  Secure development of characterisation  **Non-fiction:**  Secure planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader   Linking ideas across paragraphs using a wider range of **cohesive devices:**  semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence)and **elision** layout devices,such as headings, sub-headings, columns, bullets, or tables, to structure text | **Consolidate Year 5 list**  **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: Main and subordinate clauses with full range of conjunctions:** **Active and passive verbs to create effect e.g.****Active:** *Tom accidently dropped the glass.***Passive:** *The glass was accidently dropped by Tom.* **Developed use of rhetorical questions for persuasion** Expanded **noun phrases** to convey complicated information concisely *(e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)* The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags*, e.g.* *He’s your friend, isn’t he?, or the use of the* **subjunctive** *in some very formal writing and speech)*  | **Consolidate Year 5 list** Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *(e.g. said versus reported, alleged, or claimed* *in formal speech or writing)*  | **Consolidate Year 5 list** Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. *How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)* | **Consolidate Year 5 list** **Punctuation** * **Letter/ Word**
* **Sentence**
* **Full stops/ Capitals**
* **Question mark**
* **Exclamation mark**
* **‘Speech marks’**
* **Direct speech**
* **Indirect speech**
* **Inverted commas**
* Bullet points
* **Apostrophe contractions/ possession**
* **Commas for sentence of 3 – description, action**
* Colon – instructions
* **Parenthesis**
* **Bracket- dash**
* **Tense: present and past progressive**

**Singular/ plural** **Suffix/ Prefix** **Word family Consonant/Vowel** **Adjective / noun** **Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future)** **modal verb** **Conjunction /**Connective **Preposition****Determiner/** generaliser **Pronoun – relative/ possessive** **Clause** **Subordinate / relative clause** **Adverbial** **Fronted adverbial** Rhetorical question**Cohesion** **Ambiguity** Alliteration Simile – ‘as’/ ‘like’ SynonymsMetaphor Personification Onomatopoeia**Introduce:** **Active and passive voice** **Subject and object** **Hyphen** **Synonym / antonym****ellipsis** **Colon/ semi-colon****Hyphen****Bullet points Subjunctive**  |

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