



St. Luke's C.E Primary English Skills Progression



Adapted from Pie Corbett - developed with the South2together writing project

To be used alongside the English NC Programmes of Study

Reception

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,happily ever after</i></p>	<p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme <i>Names</i> <i>Labels</i> <i>Captions</i> <i>Lists</i> <i>Diagrams</i> <i>Message</i></p>	<p>Introduce: Simple sentences (single-clause)</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions</p> <p>Repetition for rhythm. (eg) <i>He walked and he walked.</i></p> <p>Repetition in description. (eg) <i>a lean cat, a mean cat</i></p>	<p>Simple coordinating conjunctions: <i>and</i> <i>but</i></p> <p>Simple subordinating conjunctions for storytelling: <i>who</i> <i>until</i></p>	<p>When Adverbs <i>Then...</i> <i>Next...</i> <i>Finally...</i></p> <p>When Adverbial phrases <i>Once upon a time...</i> <i>Early one morning...</i></p> <p>How Adverbs <i>Luckily...</i> <i>Unfortunately...</i></p>	<p>Introduce: Determiners <i>the a my your an this that his her their some all</i></p> <p>Where Prepositions: <i>up down in into out to onto</i></p> <p>Adjectives (eg) <i>old, little, big, small, quiet</i></p> <p>Adverbs (eg) <i>luckily, fortunately</i></p> <p>Similes – using 'like'</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p>

Year 1 – Consolidate Reception List

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Planning Tools: <i>Story map / story mountain</i></p> <p>Plan opening around: <i>character(s), setting, time of day and type of weather</i></p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,... Unfortunately,...</i></p> <p>Resolution</p>	<p>Planning tools: <i>text map / washing line</i></p> <p>Heading</p> <p>Introduction <i>Question to hook the reader / Opening factual statement</i></p> <p>Middle section(s) <i>Simple factual sentences around a theme</i></p> <p><i>Bullet points for instructions</i></p> <p><i>Labelled diagrams</i></p> <p>Ending <i>Concluding sentence</i></p>	<p>Types of sentences: <i>Statements</i> <i>Questions</i> <i>Exclamations</i></p> <p>Simple sentences (single clause) (eg) I went to the park. <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives (eg) The giant had an enormous beard. <i>Red squirrels enjoy eating delicious nuts</i></p> <p>Compound sentences using coordinating conjunctions (eg) The children played on the swings and slid down the slide. <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i></p>	<p>Simple coordinating conjunctions: <i>or</i> <i>so</i></p> <p>Simple Subordinating Conjunctions: <i>who</i> <i>because</i> <i>so that</i> <i>while</i> <i>when</i></p>	<p>Using conjunctions for fronted when adverbial clauses: <i>While...</i> <i>When...</i> <i>Where....</i></p> <p>When Adverbs <i>Soon,</i> <i>First,</i> <i>Now,</i> <i>Suddenly,</i> <i>Immediately,</i> <i>Then,</i> <i>Afterwards,</i></p> <p>When Adverbial Phrases <i>At that moment...</i> <i>In the end...</i> <i>By the next morning...</i> <i>As soon as...</i></p> <p>How Adverbs <i>Fortunately,...</i> <i>Unfortunately,...</i> <i>Sadly,...</i></p>	<p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives (eg) The old house... <i>The huge elephant...</i></p> <p>Alliteration (eg) dangerous dragon / slimy snake</p> <p>Similes using as....as... (eg) as tall as a house /</p>	<p>Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p><i>Full stops</i></p> <p><i>Question marks</i></p> <p><i>Exclamation marks</i></p> <p><i>Speech bubble</i></p> <p><i>Bullet points</i></p>	<p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Conjunction</p> <p>Alliteration</p> <p>Simile – ‘as’</p>

<p><i>Fortunately,...</i></p> <p>Ending</p> <p><i>Finally,...</i></p>		<p><i>It was raining so they put on their coats.</i></p> <p>Use of 'who' relative clause (eg) <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm (eg) <i>He walked, and he walked, and he walked.</i></p> <p>Repetition for description (eg) <i>a lean cat, a mean cat / a green dragon, a fiery dragon</i></p>			<p><i>as red as a radish.</i></p> <p>Precise, clear language to give information (eg) <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (eg) <i>dog, dogs; wish, wishes</i></p> <p>Suffixes that can be added to verbs (eg) <i>helping, helped, helper</i></p> <p>How the prefix un– changes the meaning of verbs and adjective (eg) <i>unkind / untie</i></p>		
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Year 2 – Consolidate previous lists

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>		<p>Types of sentences: Statements Questions Exclamations Commands</p> <p>Embellished simple sentences using: Adjectives (eg) <i>The boys peeped inside the dark cave.</i> Adverbs (eg) <i>Tom ran quickly down the hill.</i></p> <p>List of 3 for description (eg) <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p>Complex sentences where the subordinating</p>	<p>Secure use of coordinating conjunctions: <i>or</i> <i>so</i> <i>but</i> <i>because</i> <i>and</i></p> <p>Broader use of subordinating conjunctions including mastery of: <i>as</i> <i>before</i> <i>to</i> <i>until</i> <i>which</i> <i>if</i> <i>that</i></p>	<p>Vary openers to sentences in a text</p> <p>Using conjunctions for fronted adverbial clauses: <i>Before...</i> <i>As...</i></p> <p>When Adverbs <i>Finally,...</i> <i>Eventually,...</i> <i>Meanwhile,...</i></p> <p>When Adverbial Phrases <i>The next day...</i> <i>After a while...</i> <i>A moment later...</i> <i>When it was all over,...</i></p> <p>Varied How Adverbs (eg) <i>Carefully,...</i> <i>Slowly,...</i></p> <p>Varied How Often Adverbs</p>	<p>Generalisers for information (eg) <i>Most dogs...</i> <i>Some cats...</i></p> <p>Prepositions: <i>behind above</i> <i>along before</i> <i>between after</i></p> <p>Alliteration (eg) <i>wicked witch</i> <i>/ slimy slugs</i></p> <p>Similes using...like... (eg) <i>... like sizzling sausages</i> <i>/...hot like a fire</i></p> <p>Two adjectives describe the noun (eg) <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p>	<p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener</p> <p>Speech bubbles / inverted commas for direct speech</p> <p>Implicitly understand how to change from indirect</p>	<p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>“Inverted commas”</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement Question Exclamation Command</p> <p>Tense (past, present, future)</p> <p>Adjective / noun</p>
<p>Secure use of planning tools: <i>Story map / story mountain / story grids/ 'Boxing-up' grid</i></p> <p>Plan opening around <i>character(s), setting, time of day and type of weather</i></p> <p>Understanding 5 parts to a story with more complex vocabulary</p>	<p>Secure use of planning tools: <i>Text map / washing line / 'Boxing -up' grid</i></p> <p>Introduction: <i>Heading</i> <i>Hook to engage reader</i> <i>Factual statement / definition</i> <i>Opening question</i></p> <p>Middle section(s)</p>						

<p>Opening (eg) <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up (eg) <i>Later that day</i></p> <p>Problem / Dilemma (eg) <i>To his amazement</i></p> <p>Resolution (eg) <i>As soon as</i></p> <p>Ending (eg) <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence (eg) suggest how the main character is feeling in the final situation.</p>	<p><i>Group related ideas / facts into sections</i> <i>Sub headings to introduce sentences /sections</i> <i>Use of lists – what is needed / lists of steps to be taken</i> Bullet points for facts <i>Diagrams</i></p> <p>Ending <i>Make final comment to reader</i> <i>Extra tips! / Did-you-know?</i> <i>Facts / True or false?</i></p>	<p>clause is moved for effect: (eg) While <i>the animals were munching breakfast, two visitors arrived.</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Embedded relative who/which clause: (eg) <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland.</i> <i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases (eg) <i>lots of people, plenty of</i></p>		<p>(eg) <i>Usually... Sometimes... Normally...</i></p> <p>Onomatopoeic words or phrases: <i>Splash went the dog as he dived into the pond.</i> <i>Stomping loudly, he left the room.</i> <i>Dripping softly,...</i> <i>Creaking....</i></p>	<p>Adverbs for description (eg) <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for how and when information (eg) <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>speech to direct speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>
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		<i>food, old, wooden chair</i>					
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Year 3 – Consolidate previous lists

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Use of the perfect form of verbs to mark relationships of time and cause (eg) <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>		<p>Vary long and short sentence types: to add description or information or for emphasis and making key points: (eg) <i>Sam was really unhappy. Visit the farm now.</i></p>	<p>Mastery of compound sentences using coordinating conjunctions: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet (FANBOYS)</i></p>	<p>-“ing” verb openers (eg) <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p>	<p>Prepositional phrases to place the action: <i>on the mat; behind the tree; in the air.</i></p>	<p>Colon before a list and in a play script (eg) <i>What you need:</i></p>	<p>Word family</p>
<p>Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid</p>	<p>Introduce: Secure use of planning tools: (eg) Text map, washing line, ‘Boxing –up’ grid, story grids</p>	<p>Embellished simple sentences using when, where and how adverbial phrases in varied positions for effect (eg) <i>The mouse ran. The mouse ran in fear. All of a sudden, the mouse ran in fear. All of a sudden, the mouse ran in fear up a clock. The mouse ran in fear up a clock all of a sudden.</i></p>	<p>Subordinating Conjunctions for time, place and cause. Mastery of: <i>where</i> <i>once</i> <i>after</i></p>	<p>When, where, why and how fronted adverbial phrases.</p>	<p>Prepositions for where and when: <i>next to; by the side of; during; throughout.</i></p>	<p>Ellipses to keep the reader hanging on</p>	<p>Adverb</p>
<p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Paragraphs to organise ideas around a theme</p>			<p>Cohesion through adverbs for addition: <i>Also</i> <i>Another thing</i></p>	<p>Powerful verbs (eg) <i>stare, tremble, slither</i></p>	<p>Secure use of inverted commas for direct speech</p>	<p>Preposition</p>
<p>Paragraphs to organise ideas into each story part</p>	<p>Introduction Develop hook to introduce and tempt reader in (eg) <i>Who..? What..? Where..? Why..? When..? How..?</i></p>			<p>Why Adverbs for cause and effect: <i>Therefore</i></p>	<p>Boastful Adjectives (eg) <i>magnificent, unbelievable, exciting!</i></p>	<p>Use of commas after fronted adverbials (eg) <i>Later that day, I heard the bad news.</i></p>	<p>Direct speech / Inverted commas</p>
<p>Extended vocabulary to</p>					<p>More specific / technical vocabulary to add detail</p>		<p>Prefix</p>
							<p>Consonant / Vowel</p>
							<p>Clause</p>
							<p>Subordinate clause</p>
							<p>Determiner</p>
							<p>Synonyms</p>

<p>introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>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.</p>	<p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs (eg) <i>Dragons are found across the world.</i></p> <p>Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts Wow comment</p>	<p>Complex sentences using embedded relative clause using: who / which / whose. (eg) <i>The boy, whose name is George, thinks he is very brave.</i></p> <p>Sentence of 3 for description with expanded noun phrase (eg) <i>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.</i></p> <p>Pattern of 3 for persuasion (eg) <i>Visit, Swim, Enjoy!</i></p> <p>Dialogue –powerful speech verb (eg) <i>“Hello,” she whispered.</i></p>			<p>(eg) <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes (eg) <i>auto... super...anti...</i></p> <p>Word Families based on common words (eg) <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel (eg) <i>a rock / an open book</i></p>		<p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>
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Year 4 – Consolidate previous lists

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Secure use of planning tools: (eg) story map / story mountain / story grids / 'Boxing-up' grids</p> <p>Plan opening using: Description / action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma</p>	<p>Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Paragraphs 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 conjunctions. Use of bullet points, diagrams</p>	<p>Standard English for verb inflections instead of local spoken forms (eg) <i>we were instead of we was</i></p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly (eg) <i>It was midnight. It's great fun.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion.</p>	<p>Secure use of coordinating conjunctions to construct compound sentences: yet, and, or, but, so</p> <p>Subordinating Conjunctions for time, place, cause and change direction. Specific mastery of: <i>since</i> <i>if</i> <i>even though</i> <i>whereas</i></p>	<p>"ed" verb starters (eg) <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Introduce "ing" opener to embellish fronted adverbials (eg) <i>Grinning menacingly, he slipped his treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Start with a simile adverbial (eg) <i>As curved as a ball, the moon shone brightly in the night sky.</i></p>	<p>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Modal Verbs: <i>Could, should, would</i></p> <p>Comparative and superlative adjectives (eg) <i>small...smaller... ..smallest good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing (eg) <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference</p>	<p>Commas to mark clauses and to mark off fronted adverbial phrases and clauses.</p> <p>Full punctuation for direct speech: Each new speaker on a new line / Comma between direct speech and reporting clause e.g. <i>"It's late!" gasped Cinderella.</i></p> <p>Apostrophes to mark singular and plural possession as</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe</p> <p>Plural possession</p>

<p>Developed 5 parts to story: Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, and encouragement to the reader.</p>	<p>Sentence of 3 for action (eg) <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade (eg) <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p>		<p><i>Like a wailing cat, the ambulance screamed down the road.</i></p>	<p>between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (eg) <i>we were instead of we was, or I did instead of I done</i></p>	<p>opposed to s to mark a plural</p>	
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Year 5 – Consolidate previous lists

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology for children to know and understand
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Secure independent use of planning tools Story mountain / grids / flow diagrams</p> <p>Plan opening using: Description / action / dialogue</p> <p>Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</p>	<p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and</p>	<p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure and controlled use of simple / embellished simple sentences</p> <p>Secure and controlled use of compound sentences</p> <p>Drop in –“ed’ clause with omitted pronoun (eg) <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentences: <i>nor</i> <i>yet</i> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p>Subordinating conjunctions for time, place, cause and change direction.</p> <p>Mastery of: <i>although</i> <i>whenever</i></p>	<p>Expanded fronted -“ed” verb phrase <i>(eg) 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>Elaboration of fronted adverbial phrases or clauses <i>(eg) Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Vague pronoun to generalise <i>(eg) someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Indicating degrees of possibility using modal verbs <i>could / can</i> <i>may / might</i> <i>should / shall</i> <i>would / will or adverbs (eg) sometimes, often, perhaps, surely.</i></p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets / dashes / commas for parenthesis</p> <p>Colon to connect / link illustrative clauses</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage directions in speech (eg) “Stop!” he shouted, picking up the stick and running after the thief.</p>	<p>Relative clause/ pronoun</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket-dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p> <p>Rhetorical question</p> <p>Tense: present and past progressive;</p>

<p>Introduction –should include action / description –character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>across paragraphs using a full range of conjunctions and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express “expert opinions” clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Sentence reshaping techniques (eg) lengthening or shortening sentence for meaning, effect and/or succinctness.</p> <p>Mastery of moving adverbs and adverbial phrases or clauses (how, when, where, why) around for specific effects (eg) <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions sparingly and careful to address the reader where appropriate.</p>			<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>		
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Text Structure		Sentence Construction			Word Structure / Language	Punctuation*	Terminology for children to know and understand*
Fiction	Non - Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses.			
<p>Secure independent planning across story types using 5-part story structure.</p> <p>Include suspense, cliff hangers, flashbacks / forwards, time slips.</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs</p> <p>-Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>	<p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose.</p> <p>Use range of techniques to involve the reader</p> <p>–comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences, with full range of conjunctions.</p> <p>Active and passive verbs to create effect and to affect presentation of information (eg)</p> <p>Active: <i>Tom accidentally dropped the glass.</i></p> <p>Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Active: <i>The class heated the water.</i></p> <p>Passive: <i>The water was heated.</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentence:</p> <p><i>for</i></p> <p><i>nor</i></p> <p><i>yet</i></p> <p><i>and</i></p> <p><i>or</i></p> <p><i>but</i></p> <p><i>so</i></p> <p>Controlled use of subordinating conjunctions, including mastery of:</p> <p><i>despite</i></p> <p><i>unless</i></p>	<p>Cohesion through adverbs for change of direction:</p> <p><i>On the other hand</i></p> <p><i>In contrast</i></p> <p>Cohesion through (why) adverbs for cause and effect:</p> <p><i>As a consequence</i></p>	<p>Build in literary feature to create effects (eg) alliteration, onomatopoeia, similes, metaphors</p> <p>assonance</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg)</p> <p><i>said versus reported, alleged, or claimed in formal speech or writing</i></p> <p>How words are related as synonyms and antonyms (eg) <i>big / large / little</i></p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (eg) <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>Active and passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p>

		<p>Use appropriate formal and informal styles of writing</p> <p>Choose / create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion), grammatical connections and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Developed use of rhetorical questions for persuasion.</p> <p>Expanded noun phrases to convey complicated information concisely (<i>eg</i>) <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>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, <i>eg, He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>					
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