We follow Pie Corbett's teaching guide for progression in writing

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: **Planning Tool** –Story map /story mountain **Whole class retelling of story** **Understanding of beginning/ middle / end** **Retell simple 5-part story:** *Once upon a time* *First / Then / Next* *But* *So* *Finally,…..happily ever after* **Non-fiction:** **Factual writing closely linked to a story** **Simple factual sentences based around a theme** Names Labels Captions Lists Diagrams Message	**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,* **'Run'** - Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat*	**Introduce:** **Determiners** *the* *a* *my* *your* *an* *this* *that* *his* *her* *their* *some* *all* **Prepositions:** *up* *down* *in* *into* *out* *to* *onto* **Adjectives** e.g. *old, little,* *big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'	**Introduce:** Finger spaces Full stops Capital letters	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list	**Consolidate Reception list (See Connectives and Sentence Signposts doc.)**	**Consolidate Reception list**	**Consolidate Reception list**	**Consolidate:**
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Finger spaces**
Fiction:	**Types of sentences:** Statements Questions Exclamations	**Prepositions:** *inside* *outside* *towards* *across* *under*	Capital Letters: ***Capital letter for names***	**Letter**
Planning Tools: Story map / story mountain (Refer to Story-Type grids)				**Word**
	Simple Connectives: *and*		***Capital letter for the personal pronoun I***	**Sentence**
Plan opening around character(s), setting, time of day and type of weather	*or* *but* *so*	**Determiners:** *the a my your an this that his her their some all lots of many more those these*	Full stops	**Full stops**
Understanding - beginning /middle /end to a story	*because* *so that*		Question marks	**Capital letter**
Understanding - 5 parts to a story:	*then* *that*	**Adjectives** to describe e.g. *The* ***old*** *house…*	Exclamation	Simile – 'like'
Opening *Once upon a time…*	*while* *when* *where*	*The* ***huge*** *elephant…*	marks Speech	
Build-up *One day…*	**Also as openers:** *While… When… Where…*	**Alliteration** e.g. *dangerous dragon slimy snake*	bubble Bullet points	**Introduce:** **Punctuation** **Question mark**
Problem / Dilemma *Suddenly,../ Unfortunately,…*	**-'ly' openers** *Fortunately,…Unfortunately, Sadly,…*	**Similes using as….as…** e.g. *as tall as a house*		**Exclamation mark** Speech bubble
Resolution *Fortunately,…*	**Simple sentences** e.g. *I went to the park.*	*as red as a radish*		Bullet points
Ending	*The castle is haunted.*			**Singular/ plural**

Finally,….	**Embellished simple sentences**	**Precise, clear language to give information e**.g. *First, switch on the red*		

Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)	**using adjectives** e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.*	*button. Next, wait for the green light to flash...*		Adjective
Planning tools: text map / washing line	**Compound sentences** using connectives (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 **but** Sally found him. It was raining **so** they put on their coats.*	*Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)*		Verbs
Heading				Connective
Introduction Opening factual statement		*__Suffixes__ that can be added to **verbs** (e.g. helping, helped, helper)*		Alliteration
Middle section(s) Simple factual sentences around a *them*	**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.*	*How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*		Simile – 'as'
Bullet points for instructions				
Labelled diagrams				
Ending Concluding sentence	**'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*			
	Repetition for description e.g. *a lean cat, a mean cat a green dragon, a fiery dragon*			

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/ 'Boxing up' grid (Refer to Story Types 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	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using: adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g**.** *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:**	**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 in the wood.* **Adverbs for**	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g. *Fortunately,….Slow ly,….* **Speech bubbles /speech marks for direct speech** *Apostrophes to mark*	<u>Consolidate:</u> **Punctuation** • **Finger spaces** • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • Bullet points **Singular/ plural** Adjective Verb Connective Alliteration Simile – 'as'/ 'like' <u>Introduce:</u> **Apostrophe (contractions and**

the final situation.	**who/which** e.g.	**information** e.g. Lift the pot carefully onto	*contracted forms in spelling* e.g. *don't, can't*	**singular possession)**

Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) **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 was shouting)*	Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. 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.*	the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** 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**	*Apostrophes to mark singular possession* e.g. *the cat's name*	**Commas** for description **'Speech marks'** **Suffix** **Verb / adverb** **Statement question exclamation Command** (Bossy verbs) **Tense (past, present,** future**) ie** not in bold **Adjective / noun** **Noun phrases** Generalisers

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list Introduce:	**Consolidate Year 2 list Introduce:**	**Consolidate Year 2 list**	**Consolidate Year 2 list Introduce:**	<u>Consolidate:</u>
Fiction **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)	**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.*	**Introduce:** **Prepositions** *Next to by the side of* *In front of* *during through*	**Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader	**Punctuation** • **Finger spaces** • **Letter** • **Word** • **Sentence** • **Statement** question exclamation Command
Plan opening around character(s), setting, time of day and type of weather		*throughout because of*	hanging on	• **Full stops** • **Capital letter** • **Question mark**
Paragraphs to organise ideas into each story part	**Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can….	**Powerful verbs** e.g. *stare, tremble, slither*	**Secure use of inverted commas for direct speech**	• **Exclamation mark** • Speech bubble • **'Speech marks'** • Bullet points
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 **Problem / Dilemma –**include detail of actions / dialogue **Resolution -** should link with the problem **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.	**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.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air* **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions)	**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*	Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)	• **Apostrophe (contractions only)** • **Commas for sentence of 3 - description** **Singular/ plural** **Suffix** **Adjective / noun / Noun phrases Verb / adverb** Bossy verbs
Non-Fiction				

(Refer to Connectives and Sentence Signposts document for Introduction and	**Develop complex sentences (Subordination)** with range of	*creature and turn it to stone immediately.*		**Tense (past, present,**

Endings)
 	
Introduce:
Secure use of planning tools:
e.g. Text map, washing line, 'Boxing –up' grid, story grids
Paragraphs to organise ideas around a theme
Introduction
Develop 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 paragraphs Lists of steps to be taken
Bullet points for facts Flow diagram
Develop Ending Personal response
Extra
information / reminders 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.* **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*
	subordinating conjunctions
	(See Connectives and Sentence Signposts doc.)
	-**'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**
		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*
				future)
				Connective
				Generalisers
				
				Alliteration
				Simile – 'as'/ 'like'
				
				Introduce:
				  • **Word family**
				  • **Conjunction**
				  • **Adverb**
				  • **Preposition**
				  • **Direct speech**
				  • **Inverted commas**
				  • **Prefix**
				  •
				Consonant/Vowel
				  • **Clause**
				  • **Subordinate clause**
				  • Determiner
				  • Synonyms
				  • Relative clause
				  • Relative pronoun
				  • Imperative
				  • Colon for instructions

	e.g. *"Hello," she whispered.*			

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 (Refer to Story Types grids) **Plan opening using:** Description /action **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 **Developed 5 parts to story Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Consolidate Year 3 list** **Introduce:** **Standard English for verb inflections instead of local spoken forms** **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 (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of	**Consolidate Year 3 list** **Introduce:** **Prepositions** *at underneath since towards beneath beyond* **Conditionals -** *could, should, would* **Comparative** and **superlative** adjectives e.g. *small…smaller …sm allest good…better…bes t* **Proper nouns** refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference**	**Consolidate Year 3 list** **Introduce:** **Commas** to mark clauses and to mark off fronted adverbials **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)* as opposed to s to mark a plural	**Consolidate:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement question exclamation Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 – description, action** • Colon - instructions **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**

Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **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 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 to aid cohesion*	subordinating conjunctions. **(See Connectives and Sentence Signposts doc.)** -**'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.* **Repetition to persuade** e.g. *Find us to find the fun* **Dialogue** - verb + adverb - *"Hello," she whispered, shyly.* *Appropriate choice of* **pronoun** or **noun** *within*	**between plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)		**Adjective / noun / noun phrase Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future)** Connective **Conjunction Preposition Determiner**/ generaliser **Clause Subordinate clause** Relative clause Relative pronoun Alliteration Simile – 'as'/ 'like' Synonyms **Introduce:** • **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe – plural possession**

	*a **sentence** to avoid ambiguity and repetition*			

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology

Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4	Consolidate Year 4	Consolidate:
Introduce: **Secure independent use of planning tools** Story mountain /grids/flow diagrams **(Refer to Story Types grids)** **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	**Introduce:** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **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*	**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–)*	**list Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	**Punctuation** • **Letter/ Word** • **Sentence** • **Statement question exclamation Command** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action** • Colon – instructions • **Parenthesis / bracket / dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun / noun phrase**

forward to the future ask a question. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Independent planning** across all genres 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 reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	*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,***			**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 <u>**Introduce:**</u> • **Relative clause/ pronoun** •**Modal verb** •**Parenthesis** •**Bracket- dash** •**Determiner** •**Cohesion** •**Ambiguity** •Metaphor •Personification •Onomatopoeia •Rhetorical question

	must) or adverbs (perhaps, surely)			

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology

Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate:
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,	**Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.*	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*) How words are related as synonyms and antonyms e.g. *big/ large / little*	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. **Punctuation** of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)	**Punctuation** • **Letter/ Word** • **Sentence** • **Statement question exclamation Command** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • **Bullet points** • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action, views/opinions, facts** • Colon – instructions • **Parenthesis** • **Bracket- dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun / noun phrase**

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	**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) as in *If I were you*.			**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' Synonyms Metaphor Personification Onomatopoeia **Introduce:** • **Active and passive voice** • **Subject and object** • **Hyphen** • **Synonym, antonym** • **Colon/ semi-colon** • **Bullet points** • **Ellipsis**