			Year 6					
	Spoken Word (Taught throughout Y6)		Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arg Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and a Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring in Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication.	feelings. esponding to commen	ts.			
	Text / Genre		Year 6 Objectives	Genre Prog	ression			
Term 1	Rose Blanche by	Writi ng comp	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Narrative (Story)	ositio n	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (YS). Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, (Y3) understanding how such choices can change and enhance meaning. (Y5) Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5) Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions, (Y2) using appropriate intonation, volume and movement so that meaning is clear. (Y5)	The story is well constructed and rais intrigue. Dialogue is used to move the action on heighten empathy focentral character. Deliberate ambiguits set up in the mind of the reader until late the text.	e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring		Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.
		word / sente nce /	Fronted adverbials [for example, Later that day, I heard the bad news.] (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4) Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will,		is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.			
		Punc tuati on	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before](Y5) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis (Y5)					

1	Letters From The	Writi	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate		light .	7	1	
		ng	form and using other similar writing as models for their own. (Y5)	Text Structure	Sentence	Useful	Word Classes	Punctuation
	Lighthouse by	comp	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary			Vocabulary		
	Emma Carroll	ositio	(Y5).	The report is well	Verb forms are	They are	Noun	Use a wide range of
		n	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can	constructed and	controlled and	unusually	Expanded noun phrases to convey	punctuation throughout the
	Non-Fiction		change and enhance meaning.(Y5)	answers the reader's questions.	precise, e.g. It would be regrettable if the	They are rarely	complicated information concisely.	writing.
	Recount		Pupils should be taught to draft and write by precising longer passages. (Y5)	3-10-10-10-10-10-10-10-10-10-10-10-10-10-	wildlife funds come		<u>Verbs</u>	
			Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)	The writer understands the impact and thinks	to an end.	They are never	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	
			Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the	about the response.	Modifiers are used	They are very	Convert adjectives into verbs using suffixes:	
			reader (for example, headings, bullet points, underlining) (Y2-5)	0000 70 W	to intensify or	To de Servicio Servicio Presidente del Presidente d	ate, ise, ify.	
			Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5)	Information is prioritised according to	qualify, e.g. insignificant	Generally	Adjectives	
			Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and	importance and a	amount,	Be careful if you	Choose appropriate adjectives.	
			clarify meaning.(Y5)	frame of response set	exceptionally.	Esaguanth, thau	Compositives (see in a still a see	
			Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Y2-5)	up for the reply.	Sentence length and	Frequently they	Connectives/conjunctions Use a wide range of connectives.	
			Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,		type varied according	I will attempt to		
			distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)		to purpose.	This article will	Tense Change tense according to features of the	
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3-5)		Fronted adverbials	frame	genre.	
			Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and		used to clarify writer's position,			
		M/d	movement so that meaning is clear.(Y5)		e.g. As a	It can be difficult to	Adverbs Link ideas across a text using cohesive	
		Word	Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y5)		consequence of their		devices, such as adverbials.	
		sente	Relative clauses beginning with who, which, where, when, whose, that, or an (Y5)		actions	Each paragraph		
		nce /	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y5)		Complex noun	More than half		
		text	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] (VE)		phrases used to add detail, e.g. The fragile			
			secondly] (Y4) or tense choices [for example, he had seen her before] (Y5) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example,		eggs are slowly	Less then half		
			the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some		removed from the			
			very formal writing and speech]		large mother hen.			
		Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)		Prepositional phrases			
		tuati	Commas to separate items in a list (Y2)		used cleverly. e.g. In the event of a			
		on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]		fire			
			Use of inverted commas (Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end				•	
			punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)					
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)					
			Use of commas after fronted adverbials (Y4)					
			Use of commas to clarify meaning or avoid ambiguity (Y5)					
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]					
			Use of the colon to introduce a list and use of semi-colons within lists					
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]					
			Grammar Focus					
			Different ways to construct sentences					
			I can use semi-colons to mark the boundaries between independent clauses,					
			e.g. It's raining; I'm fed up.					
			I can use colons to mark the boundaries between independent clauses,					
			e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.					
			I can use dashes to mark the boundaries between independent clauses.					
			I use brackets, dashes or commas to indicate parenthesis.					
			I use structures suitable for informal speech and formal speech when speaking and writing.					
			I use multi-clause structures,					
			e.g. pattern of three.					
			 Must haves I use brackets, dashes or commas to indicate parenthesis. 					
			I use structures suitable for informal speech and formal speech when speaking and writing.					

		Year 6	
Text / Genre	Year 6 Objectives	Genre Progression	

Term 2	A Monster Calls by Patrick Ness	Writi ng	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Narrative (Horror)	comp ositio n	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5). Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5) Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5) Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions, (Y2) using appropriate intonation, volume and	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add	Year 6 ambitious vocabulary used	complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive	Use a wide range of punctuation throughout the writing.
		Word / sente nce / text Punc tuati on	Mour phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (Y3) Fronted adverbials (for example, Later that day, I heard the bad news.) (Y4) How words are related by meaning as synonyms and antonyms (for example, big, large, little]. (Y3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase(Y4/5), grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]		detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		devices, such as adverbials.	
	Letter to Mr Scrooge Non-Fiction (Persuasive letter)	Writi ng comp ositio n	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5) Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5). Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, (Y3) understanding how such choices can change and enhance meaning. (Y5) Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5) Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions, (Y2) using appropriate intonation, volume and movement so that meaning is clear. (Y5)					

Word	How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)				Wand Stance	.
/	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example,	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
sente	the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some	Developed	Sentence length varied, e.g.	It strikes me that	<u>Noun</u>	Consolidate all
nce /	very formal writing and speech]	introduction and conclusion using all	short/long.			previous learning.
text		the argument or	Active and passive voice used	There is no doubt that	Locate and identify expanded noun phrases.	Brackets
Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	leaflet layout features.	deliberately to heighten	I am convinced that		
tuati	Commas to separate items in a list (Y2)		engagement.	4	<u>Verbs</u>	Dashes
on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)	Paragraphs developed	e.g. the café stairs were broken.	It appears	Use modal verbs.	Colons
0	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	with prioritised	Wide range of subordinate	In my opinion		
	Use of commas after fronted adverbials (Y4)	information.	connectives,	Surely only a fool would	Prefixes for verbs; dis, de, mis, over, ise, ify.	Semi-colons
	Brackets, dashes or commas to indicate parenthesis (Y5)	Viewpoint is	e.g. whilst, until, despite.	consider	Convert adjectives into verbs using suffixes;	
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	transparent for	e.g. willist, until, despite.		ate, ise, ify.	
	Use of the colon to introduce a list and use of semi-colons within lists	reader.	Complex sentences that use well	In addition	<u>Adjectives</u>	
	ose of the colon to introduce a list and use of semi-colons within lists	Emotive language	known economic expression.	Furthermore	Choose appropriate adjectives.	
		used throughout to engage the reader.	e.g. Because of their courageous		choose appropriate adjectives.	
		engage the reader.	efforts, all the penguins were released, which	Moreover	Connectives/conjunctions	
				My evidence to support	Use a wide range of connectives.	
			was nothing short of a miracle.	this is	The same of confectives.	
			Persuasive statements are used	On balance	<u>Tense</u>	
			to change the reader's opinion. E.g. you will never need to		Change tense according to features of the	
			e.g. you will never need to	Just think how	genre.	
				Now you can	<u>Adverbs</u>	
				For the rest of your life	Know what an adverbial phrase is.	
				Unbelievable	Fronted adverbials.	
				Outrageous		
				Outrageous	Comma after fronted adverbials. Adverbials of time, place and number.	
				Incredible		
	Grammar Focus					
	Nouns and noun phrases					
	 I use relative clauses beginning with who, which, where, when, whose, that. I use a wide range of synonyms 					
	purposefully.					
	I create noun phrases using hyphens,					
	e.g. man-eating-shark man eating shark					
	Must have					
	 Must haves I use relative clauses beginning with who, which, where, when, whose, that. 					
	I create noun phrases using hyphens.					
	Autumn Asses	ssment Poi	nts			
	Autumii Assec					
	 In writing narratives, considering how authors have developed characters and settings in what 	t pupils have re	ead, listened to or see	n performed		
	 In narratives, describing settings, characters and atmosphere and integrating dialogue to con 					
	 Using a wide range of devices to build cohesion within and across paragraphs using further of 				ext and to guide the reader l	for example.
	headings, bullet points, underlining]	. gameational c	procontational dol		end to gaide the redder	.c. onampio,
	Using hyphens to avoid ambiguity					
	 Using brackets, dashes or commas to indicate parenthesis 					
	Using semi-colons, colons or dashes to mark boundaries between independent clauses Proof read for an ellipse and purpostration agrees.					
	Proof-read for spelling and punctuation errors					

			Year 6					
	Text / Genre		Year 6 Objectives	Genre Prog	ression			
Term 3	The Origin of	Writi ng	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
erm 3	The Origin of Species by Sabina Radeva Non-Fiction (Non- Chronological Report)			Text Structure The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a result of their game Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden. Prepositional phrases used cleverly. e.g. In the event of an accident	They are unusually They are never They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Less then half	Word Classes Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Punctuation Consolidate all previous learning. Brackets Dashes Colons Semi-colons
	Moth by Isabel Thomas Poetry (Narrative poem)	Writi ng comp ositio n Word / sente nce / text	Use of commas after fronted adverbials [Y4] Brackets, dashes or commas to indicate parenthesis(Y5) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own [Y5] Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary [Y5]. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.(Y5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing [Y5]. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.(Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y2-5) Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5) How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)					

	Punc tuati on	
	Grammar Focus	
	 Adverbials I use a wide range of adverbials to link ideas across paragraphs, e.g. on the other hand, in contrast, as a consequence. I use formal adverbs to help my writing flow in non-fiction texts, e.g. especially, significantly, more importantly 	Must haves I use a wide range of adverbials to link ideas across paragraphs, e.g. on the other hand, in contrast, as a consequence

			Year 6				
	Text / Genre		Year 6 Objectives	Genre Progre	ession		
Term 4	Text / Genre The Journey by Francesca Sanna Narrative (Story)	Writi ng comp ositio n Word / sente nce / text		Text Structure The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose.		Punctuation Use a wide range of punctuation throughout the writing.
			Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly (Y4) or tense choices [for example, he had seen her before] (Y5) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase(Y4/5), grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis				

		Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	
		tuati	Commas to separate items in a list (Y2)	
		on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)	
			Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end	
			punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)	
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	
			Use of commas after fronted adverbials (Y4)	
			Brackets, dashes or commas to indicate parenthesis (Y5)	
			Use of commas to clarify meaning or avoid ambiguity (Y5)	
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
			Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]	
-	/I d d 4	Writi		
	(Independent	ng	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)	See Genre Progression document
	Writing)	comp	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary	
	C,	ositio	(Y5).	
		n	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings	
			in what pupils have read, listened to or seen performed.	
			Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can	
			change and enhance meaning. (Y5)	
			Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to	
			convey character and advance the action. (Y4/5)	
			Pupils should be taught to draft and write by precising longer passages. (Y5)	
			Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)	
			Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5)	
			Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and	
			clarify meaning.(Y5)	
			Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Y2-5)	
			Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,	
			distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)	
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)	
			Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and	
			movement so that meaning is clear.(Y5) Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the	
			reader (for example, headings, bullet points, underlining)(Y2-5)	
		Word	Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2)	
		/	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the	
		sente	strict maths teacher with curly hair)(Y3)	
		nce /	Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)	
		text	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] (Y5)	
			Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y5)	
			Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)	
			Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
			(Y5)	
			Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)	
			Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,	
			secondly (Y4) or tense choices [for example, he had seen her before] (Y5)	
			The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example,	
			find out – discover; ask for – request; go in – enter] (formal language Y4)	
			How words are related by meaning as synonyms and antonyms [for example, big, large, little].	
			Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus	
			The window in the greenhouse was broken (by me)].	
			The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some	
			very formal writing and speech] (Y5)	
			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase(Y4/5), grammatical	
			connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
			Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text](Y1-5)	
			Expect defined from the important particular and a continuous definition of tubics, to structure textiff 12-3/	

	Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	
	tuati	Commas to separate items in a list (Y2)	
	on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)	
		Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end	
		punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)	
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	
		Use of commas after fronted adverbials (Y4)	
		Brackets, dashes or commas to indicate parenthesis (Y5)	
		Use of commas to clarify meaning or avoid ambiguity (Y5)	
		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
		Use of the colon to introduce a list and use of semi-colons within lists	
		Punctuation of bullet points to list information	
		How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]	
		Grammar Focus	
	1		
		<u>Verbs</u>	Must haves
		I change an active sentence to a passive sentence.	I change an active sentence to a passive sentence.
		• I choose to use the passive for effect, e.g. I broke the window in the greenhouse (active). The window in the	I choose to use the passive for effect.
		greenhouse was broken by me (passive).	
		I use the subjunctive form e.g. for speech writing – If I were to become head girl	
		Spring Asse	ssment Points
		Précising longer passages	
		 Recognising vocabulary and structures that are appropriate for formal speech and writing, i 	ncluding subjunctive forms
		Using commas to clarify meaning or avoid ambiguity in writing	· ·

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	Word /	Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2)					
	sente	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3)					
	nce /	Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)					
	text	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] (Y5)					
		Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y5)					
		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)					
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]					
		(Y5)					
		Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)					
		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,					
		secondly (Y4) or tense choices [for example, he had seen her before] (Y5)					
		The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example,					
		find out – discover; ask for – request; go in – enter]					
		How words are related by meaning as synonyms and antonyms [for example, big, large, little].					
		Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus					
		The window in the greenhouse was broken (by me)].					
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example,					
		the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some					
		very formal writing and speech]					
		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,(Y4/5) grammatical					
		connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis					
		Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] (Y1-5)					
	Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)					
	tuati	Commas to separate items in a list (Y2)					
	on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)					
		Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end					
		punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)					
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)					
		Use of commas after fronted adverbials (Y4)					
		Brackets, dashes or commas to indicate parenthesis (Y5)					
		Use of commas to clarify meaning or avoid ambiguity (Y5					
		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]					
		Use of the colon to introduce a list and use of semi-colons within lists					
		Punctuation of bullet points to list information					
		How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover					
Kensuke's	Writi	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate	Text Structure	Sentence	Useful	Word Classes	Punctuation
Kingdom by	ng	form and using other similar writing as models for their own. (Y5)			Vocabulary	- Assessment	
	comp	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary	The story is well constructed and raises	Viewpoint is well controlled and precise,	Year 6 ambitious vocabulary used	Expanded noun phrases to convey	Use a wide range of punctuation
Michael Morpurgo	ositio n	(Y5).	intrigue.	e.g. Maggie stared dejectedly at the floor; her last chance had slipped from		complicated information concisely.	throughout the writing.
Narrative (Island		Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings	Dialogue is used to	her grasp.		<u>Verbs</u> Use modal verbs.	35.2
Adventure)		in what pupils have read, listened to or seen performed.	move the action on to heighten empathy for	Modifiers are used to intensify or qualify,		Prefixes for verbs; dis, de, mis, over, ise,	
/ (avertare)		Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can	central character.	e.g. insignificant amount, exceptionally.		Convert adjectives into verbs using	
		change and enhance meaning. (Y5) Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to	Deliberate ambiguity is	Sentence length and type varied		suffixes; ate, ise, ify.	
		convey character and advance the action. (Y4/5)	set up in the mind of the reader until later in	according to purpose.		Adjectives Choose appropriate adjectives.	
		Pupils should be taught to draft and write by precising longer passages. (Y5)	the text.	Fronted adverbials used to clarify writer's position,		Connectives/conjunctions	
		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)		e.g. As a consequence of his selfish actions		Use a wide range of connectives.	
		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5)		M 0 0 22		Tense Change tense according to features of the	
		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and		Figurative language used to build up description, e.g. everyone charged like		genre.	
		clarify meaning. (Y5)		a deer pack under threat.		Adverbs	
		Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)		Complex noun phrases used to add detail, e.g. The distinctive sapphire ring		Link ideas across a text using cohesive devices, such as adverbials.	
		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,		is slowly removed from her slender hand.			
		distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)					
		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)		Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.			
		Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and					
		movement so that meaning is clear.(Y5)					
1	·	1					

	Word	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the			
	/	strict maths teacher with curly hair)(Y3)			
	sente	Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)			
	nce /	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] (Y5)			
	text	Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y5)			
		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)			
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]			
		<mark>(Y5)</mark>			
		Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)			
		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,			
		secondly (Y4) or tense choices [for example, he had seen her before] (Y5)			
		How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)			
		Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus			
		The window in the greenhouse was broken (by me)].			
	Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)			
	tuati	Commas to separate items in a list (Y2)			
	on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)			
		Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end			
		punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)			
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)			
		Use of commas after fronted adverbials (Y4)			
		Brackets, dashes or commas to indicate parenthesis (Y5)			
		Use of commas to clarify meaning or avoid ambiguity (Y5			
		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]			
		Use of the colon to introduce a list and use of semi-colons within lists			
		Grammar Focus			
		<u>Cohesion</u>			
	I use adverbials of time to link ideas across paragraphs, e.g. place - nearby, number - secondly, tense choices - he had seen her before				
Must haves I can use adverbials of time to link ideas across paragraphs, e.g. place – nearby, number – secondly, tense choices – he had seen her before					
 i can use adverbiais of time to link ideas across paragraphs, e.g. piace – nearby, number – secondly, tense choices – ne nad seen ner before					

	Year 6										
Term 6	Text / Genre		Year 6 Objectives	Genre Progression							
	Everest by Sangma Francis	Writing composi	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation			
	and Lisk Feng	tion	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).	The report is well constructed and answers the	Verb forms are controlled and precise, e.g. It would	They are unusually	Noun Expanded noun phrases to convey complicated information concisely.	Consolidate all previous learning.			
	Non-Fiction (Non-		Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, (Y3) understanding how such choices can change and enhance meaning. (Y5)	reader's questions.	be regrettable if the wildlife funds come	They are rarely They are never	Verbs	Brackets			
	Chronological Report)		Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)	The writer understands the impact and thinks	to an end. Modifiers are used to	They are very	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes;	Dashes			
	Troporty		Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)	about the response.	intensify or qualify, e.g. insignificant	Generally	ate, ise, ify.	Colons Semi-colons			
			Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and	Information is prioritised according to importance and a	amount, exceptionally.	Be careful if you Frequently they	Adjectives Choose appropriate adjectives.				
			clarify meaning.(Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)	frame of response set up for the reply.	Sentence length and type varied according	I will attempt to	Connectives/conjunctions Use a wide range of connectives.				
			Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)		to purpose. Fronted adverbials	This article will frame	Tense Change tense according to features of the				
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions, (Y2) using appropriate intonation, volume and		used to clarify writer's position,	It can be difficult to	genre.				
		Word /	movement so that meaning is clear.(Y5) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example,	4	e.g. As a result of their game	Each paragraph More than half	Adverbs Link ideas across a text using cohesive devices, such as adverbials.				
		sentenc e / text	find out – discover; ask for – request; go in – enter] (formal language Y4) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example,		Complex noun phrases used to add	Less then half	100 NOVE (N. 100) NOVE (N. 100)				
			the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y5)		detail, e.g. The delicate flowers are slowly removed from						
			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, (Y4/5) grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		the large walled garden.						
		Punctua	Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] (Y1-5) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	4	Prepositional phrases used cleverly.						
		tion	Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]		e.g. In the event of an accident						
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4)								
			Brackets, dashes or commas to indicate parenthesis(Y5) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of								
	Vorminto by Moro	Writing	the colon to introduce a list and use of semi-colons within lists Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate								
	Varmints by Marc Craste	composi	form and using other similar writing as models for their own. (Y5) Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary								
	Narrative (Story)		(Y5). Pupils should be taught to plan their writing by noting and developing initial deas, drawing of reading and research where necessary Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings								
			in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can								
			change and enhance meaning. (Y5) Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, (13) didderstanding now such choices can change and enhance meaning. (Y5)								
			convey character and advance the action. (Y4/5)								
			Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to puply to and adit by assessing the effectiveness of their pupils and others' writing (VF)								
			Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. (Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5)								
			clarify meaning.(Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,								
			distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)								
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and								
			movement so that meaning is clear.(Y5)								

Word /	Noun physics avanded by the addition of modifying adjectives nouns and proposition physics (e.g. the teacher supported to the						
Word / sentenc	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3)	Text Structure	Sentence	Useful	Word Classes	Punctuation	
e / text	Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)	0 1/2 2 2 2 2 2		Vocabulary			
	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] (Y5)	The story is well	Viewpoint is well controlled and	Year 6 ambitious	Noun	Use a wide range	
	Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y5)	constructed and raises	precise,	vocabulary used	Expanded noun phrases to convey	of punctuation	
	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)	intrigue.	e.g. Maggie stared dejectedly at the floor; her last chance had slipped from		complicated information concisely.	throughout the writing.	
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]		her grasp.		Verbs	witting.	
	(Y5)	Dialogue is used to			Use modal verbs.		
	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)	move the action on to heighten empathy for	Modifiers are used to intensify or qualify,		Prefixes for verbs; dis, de, mis, over, ise,		
	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,	central character.	e.g. insignificant amount, exceptionally.		Convert adjectives into verbs using		
	secondly (Y4) or tense choices [for example, he had seen her before] (Y5)	mm m			suffixes; ate, ise, ify.		
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Deliberate ambiguity is set up in the mind of	Sentence length and type varied according to purpose.		Adjectives		
	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus	the reader until later in	according to purpose.		Choose appropriate adjectives.		
	The window in the greenhouse was broken (by me)].	the text.	Fronted adverbials used to clarify				
	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus		writer's position, e.g. As a consequence of his selfish		Connectives/conjunctions Use a wide range of connectives.		
	The window in the greenhouse was broken (by me)].		actions		ose a vide range of conficences.		
Punctua	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	1			Tense		
tion	Commas to separate items in a list (Y2)		Figurative language used to build up description, e.g. everyone charged like		Change tense according to features of the genre.		
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)		a deer pack under threat.		Secretary and the secretary an		
	Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end				Adverbs		
	punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)		Complex noun phrases used to add detail, e.g. The distinctive sapphire ring		Link ideas across a text using cohesive devices, such as adverbials.		
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)		is slowly removed from her slender				
	Use of commas after fronted adverbials (Y4)		hand.				
	Brackets, dashes or commas to indicate parenthesis (Y5)		Prepositional phrases used cleverly.				
	Use of commas to clarify meaning or avoid ambiguity (Y5		e.g. In the messy scramble for the bag.	1			
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]				-	S4-	
	Use of the colon to introduce a list and use of semi-colons within lists						
	Grammar Focus						
	Punctuation						
	I use dashes, brackets and commas to mark parenthesis.						
	I use commas to list adverbials and clauses,						
	e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.						
	I use semi-colons to divide items in a complex list, particularly if commas have already been used,						
	e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black	olives.					
	I use semi-colons to link two closely related independent clauses.						
	I use a colon to separate two independent clauses.						
	Must haves						
	I use dashes, brackets and commas to mark parenthesis.						
	I use commas to list adverbials and clauses.						
	I use semi-colons to divide items in a complex list, particularly if commas have already been used.						
	Summer Assessment Points						
	 Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 						
	Using passive verbs to affect the presentation of information in a sentence						
	Affect presentation						