

Abbey Academies Trust



**Every Child Matters
Progression of Skills in Grammar
Amended**

April 2019		
July 2021		
July 2022		

Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.



Progression in Grammar year by year

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p>Introduce: Fiction</p> <ul style="list-style-type: none"> • Planning Tool –Story map /story mountain • Whole class retelling of story • Understanding of beginning/ middle/ end • 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>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce:</p> <ul style="list-style-type: none"> • Simple sentences • Say a sentence, write and read it back to check it makes sense. • Compound sentences using conjunctions (coordinating conjunctions) <i>and / but</i> 	<p>Introduce:</p> <p>Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i></p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p>

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Fiction:</p> <ul style="list-style-type: none"> ● Planning Tools: Story map / story mountain ● (Refer to Story-Type grids) ● Plan opening around character(s), setting, time of day and type of weather ● Understanding - beginning /middle /end to a story <p>Understanding - 5 parts to a story:</p> <ul style="list-style-type: none"> ● Opening- <i>Once upon a time...</i> ● Build-up- <i>One day...</i> ● Problem / Dilemma- <i>Suddenly,.../ Unfortunately,..</i> ● Resolution- <i>Fortunately,..</i> ● Ending- <i>Finally,..</i> <p>Non-fiction: (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <ul style="list-style-type: none"> ● Heading ● Introduction ● Opening factual statement ● Middle section(s) Simple factual sentences around ● Ending e.g. Concluding sentence 	<p>Consolidate Reception list</p> <p>(See Conjunctions and Sentence Signposts doc.)</p> <ul style="list-style-type: none"> ● Simple Conjunctions: <i>and</i> <i>but</i> <i>so</i> <i>so that</i> ● Challenge Conjunctions: <i>when</i> <i>because</i> ● Simple sentences e.g. <i>I went to the park. The castle is haunted.</i> ● Embellished simple sentences ● using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i> ● Compound sentences using coordinating conjunctions 	<p>Consolidate Reception list</p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Verb suffixes (e.g. <i>helping, helped, helper</i>)</p> <p>Prefix un– changes the meaning of verbs and adjectives</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Adjective</p> <p>Introduce:</p> <p>Capital letters for personal pronouns</p> <p>Adjective</p> <p>Singular</p> <p>Plural</p>

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing- up' Plan opening around character(s), setting, time of day and type of weather <p>Understanding 5 parts to a story with more complex vocabulary</p> <ul style="list-style-type: none"> Opening e.g. <i>In a land far away...</i> <i>One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. to his amazement Resolution e.g. <i>As soon</i> Ending e.g. <i>Luckily, Fortunately,</i> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction:</p> <ul style="list-style-type: none"> Heading Hook to engage reader Factual statement /definition/opening question <p>Middle section(s)</p> <ul style="list-style-type: none"> 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 <p>Ending</p> <ul style="list-style-type: none"> Make final comment to reader Extra tips! / Did-you-know? facts / True or false? <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>Consolidate Year 1 list</p> <p>Introduce:</p> <p>(See Conjunctions and Sentence Signposts doc.)</p> <ul style="list-style-type: none"> Types of sentences: <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <ul style="list-style-type: none"> Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> Adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences using Coordinating conjunctions: <i>and/ or / but /</i> Complex sentences using subordinating conjunctions: <i>when/if/that/because</i> Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i> 	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information e.g. most dogs, some cats</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 and ly to form comparisons of adjectives and adverbs</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops Question marks</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark <p>Singular/ plural</p> <p>Adjective Verb Conjunction Alliteration Simile – 'as' / 'like'</p> <p>Introduce</p> <p>Commas for description</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present,) Progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>Adjective / noun Noun phrases Generalisers Speech bubble Bullet points</p>

Year 3 Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list then...</p> <p>Fiction</p> <p>Secure use of planning tools:</p> <ul style="list-style-type: none"> • Story map /story mountain / story grids / 'Boxing-up' grid • Plan opening around character(s), setting, time of day and type of weather • Paragraphs to organise ideas into each story part <p>Introduce 5 story parts:</p> <ul style="list-style-type: none"> • 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. <p>Non-Fiction</p> <p>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up'</p> <p>Paragraphs- organise ideas around a theme</p> <p>Introduction</p> <ul style="list-style-type: none"> • Develop hook to introduce <i>Who? What? Where? Why? When? How?</i> <p>Middle Section(s)</p> <ul style="list-style-type: none"> • Group related ideas /facts into paragraphs • Sub headings to introduce sections / paragraphs • Topic sentences to introduce paragraph <p><i>e.g. Dragons are found across the world.</i></p> <p>Develop Ending</p> <ul style="list-style-type: none"> • Personal response • Extra information / reminders e.g. Information boxes/ Five Amazing Facts • Wow comment <p>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.</p> <p>Use of present perfect instead of simple past. He has left his hat behind, as opposed to <i>He left his hat behind.</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <ul style="list-style-type: none"> • Long sentences to add description or information. • Short sentences for emphasis and making key points <p><i>e.g. Sam was really happy. Visit the farm now.</i></p> <p>Embellished simple sentences:</p> <ul style="list-style-type: none"> • Adverb starters to add detail <p><i>e.g. Carefully, she crawled.... Amazingly, small insects can....</i></p> <ul style="list-style-type: none"> • Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <p><i>e.g. 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</i></p> <ul style="list-style-type: none"> • Compound sentences (Coordination) using conjunctions: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) • Complex sentences (Subordination) range of subordinating conjunctions: when, if, because • Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <ul style="list-style-type: none"> • Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> • Dialogue – powerful speech verb e.g. <i>"Hello," she whispered.</i> 	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs <i>e.g. stare, tremble, slither</i></p> <p>Boastful Language <i>e.g. magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <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 <i>e.g. auto... super...anti...</i></p> <p>Word Families based on common words <i>e.g. teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel <i>e.g. a rock, an open box</i></p>	<p>Consolidate Year 2</p> <p>Introduce:</p> <p>Ellipses</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials</p> <p><i>e.g. Later that day, I heard the bad news.</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement • question • exclamation • Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe for singular possession and contractions <p>Grammar</p> <p>Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Conjunction Generalisers Tense- past, present and future Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Imperative

Year 4 Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list then...</p> <p>Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: e.g. story map /story mountain/ 'Boxing-up' grids Plan opening using: Description/action <p>Paragraphs:</p> <ul style="list-style-type: none"> 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>Developed 5 parts to story</p> <ul style="list-style-type: none"> Introduction Build-up Problem / Dilemma Resolution Ending <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> 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>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms Secure use of simple / embellished simple sentences</p> <p>Long and short sentences:</p> <ul style="list-style-type: none"> Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> Secure use of compound sentences using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> <p>Develop complex sentences (subordination):</p> <ul style="list-style-type: none"> Main and subordinate clauses with range of subordinating conjunctions. (See Conjunctions and Sentence Signposts doc.) Expanded -'ing' clauses as starters and for sentence extension e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> <i>Uniquely, ice dragons have seven tiny claws embedded in each of their feet, allowing them to traverse the ice cliffs of Antarctica.</i> Sentence of 3 for action e.g. <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> Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb – <i>"Hello," she whispered, shyly.</i> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition 	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions at <i>underneath since</i> <i>towards</i> <i>beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</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 (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p><u>Consolidate:</u> Punctuation</p> <ul style="list-style-type: none"> 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 <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative verb</p> <p>Tense (past, present, future) Conjunction Preposition</p> <p>Determiner/ generaliser Clause Subordinate Alliteration Simile – 'as' / 'like' Synonyms</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession

Year 5 Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Fiction</p> <p>Introduce:</p> <ul style="list-style-type: none"> Secure independent use of planning tools: Story mountain / grids/ flow diagrams Plan opening using: Description / action/ dialogue <p>Paragraphs:</p> <ul style="list-style-type: none"> Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. <p>Use 5 part story structure</p> <p>Writing could start at any of the 5 points.</p> <ul style="list-style-type: none"> 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 <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question</p> <p>Non-Fiction</p> <p>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce:</p> <ul style="list-style-type: none"> Independent planning across all genres and application Secure use of range of layouts suitable to text. <p>Structure:</p> <p>Introduction / Middle / Ending</p> <p>Secure use of paragraphs:</p> <ul style="list-style-type: none"> 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 conjunctions 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 	<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Expanded noun phrases to convey complicated information precisely Develop complex sentences: (Subordination): Main and subordinate clauses with full range of conjunctions (See Conjunctions and Sentence Signposts doc.) Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>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> Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> 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. <i>The siren echoed loudly</i> <i>....through the lonely streetsat midnight</i> Use of rhetorical questions Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>) 	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark Direct speech/Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action <p>Grammar:</p> <p>Verb / Adverb</p> <p>Bossy verbs - imperative Tense (past, present, future) Conjunction / Conjunction Preposition</p> <p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive Clause</p> <p>Subordinate/ relative clause</p> <p>Adverbial/ Fronted adverbial</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p>Singular/ plural Suffix/ Prefix Word family</p> <p>Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p> <p>Introduce:</p> <ul style="list-style-type: none"> Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Fiction</p> <ul style="list-style-type: none"> Secure independent planning across story types using 5 part story structure. <p>Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <ul style="list-style-type: none"> Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation <p>Non-fiction:</p> <ul style="list-style-type: none"> Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text, 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> 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 Conjunctions and Sentence Signposts doc.) Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or 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</p> <p>e.g. Use of question tags, e.g. <i>He's your friend, isn't he?</i>,</p> <p>Use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>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 (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation 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 Ellipsis</p> <p>Grammar Singular/ plural Suffix/ Prefix Word family Consonant/Vowel noun / noun phrase Adjective Verb / Adverb Tense (past, present, future) Modal verb Conjunction Preposition Determiner/ generaliser Pronoun – relative/ possessive Subordinate / relative clause Adverbial/ Fronted adverbial Rhetorical question Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Cohesion Ambiguity Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet point

Use this document to streamline the conjunctions and signposts used with your class. Revise the previous years and your own year group. This does not mean that you cannot teach and expose the children to others but these are the selection that we would like you to come back to time and time again in your teaching.

Phrase bank- Conjunctions and sentence signposts signalling:

Introduction:

- Did you know?
- Why is...?
- Have you ever...?
- Everybody has heard of...
- Read on, and follow these...

Addition:

- Also, ...
- Furthermore, ...
- Additionally, ...
- In addition, ...
- Moreover, ...
- Another thing you can do...

Ending:

- In the end, ...
- Finally, ...
- The main points are
- Did you know...?
- In conclusion, ...
- The most amazing/interesting thing...
- Warning!

Comparison:

- For similarities

- Equally, ...
- Similarly, ...
- Just as
- In the same way, ...

- For differences

- In contrast, ...
- Compared with...
- ... is different from...
- Whereas...

- Year 1/2
- Year 3
- Year 4
- Year 5
- Year 6

Generalisation:

- Usually, ...
- Typically, ...
- Occasionally, ...
- A few...
- Some...
- Most...
- Unlike/like most...
- Many...
- All...
- The main features...
- The majority...

Change of direction/

- But
- Or
- Meanwhile
- However, ...
- Unfortunately, ...
- Fortunately, ...
- Although, ...
- On the other hand, ...
- Despite...

Time:

- First, ...
- Next, ...
- After that, ...
- while
- before
- Later on after, ...
- Eventually, ...
- From that point on

Cause and effect:

- because...
- so...
- so that...
- if
- when
- even if
- This causes...
- Therefore, ...
- Owing to...

Uncertainty:

- It is possible that...
- One suggestion is...
- It has been suggested...
- It could be argued that..
- Perhaps...
- Perhaps the answer is...
- Another possible explanation is...
- Whether or not...

Emphasis

- However
- Most of all, ...
- Least of all, ...
- Most importantly, ...
- In fact, ...