

| Term | | Year groups | | | | | |
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| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Autumn 1 - Fiction | Text structure | <p>Use story maps as a planning tool.</p> <p>The simple structure of a defeating the monster tale.</p> <p>Refer to the story type grid and what they need to include (structure)</p> <p>Start to understand 5 part stories – Opening – This is the story of Build up – Early one morning, Problem – Unfortunately Resolution – luckily, Ending – Now from that day</p> <p>Plan opening around the characters.</p> | <p>Story mapping and box up grid for planning and generating ideas.</p> <p>Structure of a portal story</p> <p>Opening around a setting</p> <p>5 part story – Opening – introduce when – once upon a time build up – one foggy evening problem – build in a dilemma – there he found resolution – Suddenly, ending – At that moment,</p> <p>Ending not just a simple sentence but suggest how the character is now feeling.</p> | <p>Secure use of planning grid.</p> <p>The structure of a warning tale.</p> <p>5 part story: Introduction – describing the characters. Build up – build up suspense to the problem Problem – dilemma including dialogue Resolution – linking to problem Ending – shows how the situation has change from the beginning.</p> <p>Paragraphs to organise ideas into each part of a story,</p> | <p>The structure of a rags to riches tale.</p> <p>Focus on writing setting.</p> <p>Opening using description</p> <p>5 part structure; Opening/introduction build up, problem/dilemma, resolution ending.</p> <p>Paragraphs to organise each part of the story to indicate a change in place or time.</p> <p>Clear distinction between resolution and ending.</p> | <p>Secure independence of using planning grid.</p> <p>The structure of a Tale of fear.</p> <p>5 part story structure – Introduction – character and setting. Build-up Dilemma Resolution – clear link to the dilemma. Ending – change in character.</p> <p>Vary conjunctions to within a paragraph to cohesion into paragraphs.</p> <p>Using a change of place, time and action to link ideas across paragraphs.</p> | <p>Secure independent planning using 5-part story structure.</p> <p>Start a story a any of the 5 parts of the structure.</p> <p>Maintain plot consistently through the plan.</p> <p>Secure development of character</p> <p>Secure use of linking ideas within and across paragraphs.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion</p> |

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| | Sentence construction | <p>Statements</p> <p>Simple sentences</p> <p>Embellish simple sentence using adjectives.</p> <p>Compound sentences using simple conjunction – and, but, so</p> <p>use of who</p> <p>-ly openers</p> <p>Repetition for rhyme.</p> | <p>Exclamation</p> <p>Vary openers to sentences.</p> <p>Embellish simple sentences with adjectives</p> <p>Secure use of compound sentences</p> <p>Drop in relative clause</p> <p>Expanded Noun phrases</p> <p>List of 3 for description</p> | <p>Use adverbial starters to add detail</p> <p>Adverbial phrases used as a 'where', 'when', or 'how' (starter).</p> <p>Sentence of 3 for description</p> <p>Compound sentences – and, but, so.</p> | <p>Starting with a simile</p> <p>'ed' clauses as starters</p> <p>Expanded -'ing' clauses as starters</p> <p>Sentence of 3 for action</p> <p>Short sentences</p> | <p>Expanded ed clauses as a starters.</p> <p>Elaboration of starters using adverbial phrases.</p> <p>Stage directions in speech (speech + verb + action)</p> <p>Relative clauses – who, which, that, where etc.</p> | <p>Secure use of simple/ embellished simple sentences.</p> <p>Secure use of compound sentences</p> <p>Secure complex sentence – main and subordinating clauses.</p> <p>Secure rhetorical questions.</p> |
| | Word Structure/ language | <p>Adjective to describe</p> <p>Similes – as..... as</p> <p>Suffix -ed and -ing endings.</p> | <p>Similes using ... like..</p> <p>Two adjectives to describe a noun</p> <p>Alliteration</p> | <p>Preposition</p> <p>More specific vocabulary to describe (concise adjectives).</p> <p>Secure use of noun phrases</p> | <p>Appropriate choice of pronouns and nouns.</p> <p>Fronted adverbials</p> | <p>Onomatopoeia</p> <p>Empty words (someone, something)</p> | <p>Onomatopoeia</p> <p>Similes</p> <p>Use of synonyms and antonyms.</p> <p>Secure a variety of fronted adverbials.</p> |
| | Punctuation | <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> | <p>Commas to separate items in a list</p> <p>Comma after -ly openers</p> <p>Apostrophe for contraction and singular possession</p> | <p>Use of commas after fronted adverbials.</p> <p>Secure other punctuate – full stops, capital letters, question marks and exclamation marks.</p> | <p>Commas to mark off fronted adverbials</p> <p>Commas for a sentence of 3 for action</p> <p>Inverted commas</p> <p>Full punctuation for direct speech</p> | <p>Secure use of:</p> <p>Question marks,</p> <p>Use of commas</p> <p>Inverted commas</p> <p>Speech punctuation</p> | <p>Secure use of:</p> <ul style="list-style-type: none"> • Commas • Question marks as a rhetorical question <p>Hyphens can be used to avoid ambiguity eg. Needle-teeth.</p> |

Autumn 1 - Non Fiction

Text structure

Use text mapping as a planning tool.

Develop understanding of persuasion.

Introduction – opening factual statement.

Middle section- simple factual sentence.

Ending – speaking to the read – questions and explanations.

Label diagram of a house – boastful language for description.

Using a text map or box up grid to support planning.

Secure the use of planning box up grid.

The structure of explanation text.

Use paragraphs to organise ideas around a theme.

Group facts into paragraphs.

Introduction – develop hook to introduce to the reader.

Middle section – grouping related ideas together.

Ending – giving a reminder to the reader.

Secure use of planning tools for planning a persuasive text.

Letter structure

Paragraphs for:
Logical information
Group relates paragraphs

Develop use of a topic sentence.

Introduction to hook the reader.

Middle section to give further information

Ending to encourage the reader.

Secure use of range of layouts suitable to explanation texts.

The structure of an explanation text.

Introduction/ middle/ ending

Use a variety of ways to open texts and draw reader in and make the purpose clear.

Link ideas within and across the paragraphs using a full range of conjunctions.

Rhetorical question to draw readers attention

Summary clear at the end to appeal directly to the reader.

Secure planning across non fiction genres and application

Use a variety of text layouts appropriate to purpose

Structure of an explanation text.

Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions

Express balanced coverage of a topic

Use different techniques to conclude.

Use appropriate formal and informal style of writing.

Linking ideas across paragraphs using a wider range of cohesive devices:
Semantic cohesion
Grammatical connections
Elision layout devices

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| | <p>Sentence construction</p> | <p>Statements Questions Exclamations</p> <p>Simple sentences.</p> <p>Boastful adjective to describe.</p> <p>Compound sentence with simple conjunction: and, that. with.</p> <p>-ly openers: amazingly, surprisingly</p> <p>Other openers: also.</p> | <p>Compound sentences using coordinating conjunctions</p> <p>Complex sentences</p> <p>Use long and short sentences to add information.</p> <p>Expanded noun phrases</p> <p>List of 3 for description</p> | <p>Vary long and short sentences: Long to add information. Short to emphasis or make a jey point.</p> <p>Adverbials to start sentences and hook the reader.</p> <p>Compound sentences using a range of coordinating conjunctions.</p> <p>Topic sentences to introduce nonfiction paragraphs.</p> | <p>Long and short sentences for information.</p> <p>Develop complex sentences – main and subordinate clause using a range of subordinating conjunction.</p> <p>Repetition for persuasion</p> <p>Sentence of 3 actions.</p> | <p>Use of rhetorical questions</p> <p>Indicating degrees of possibility using modal verbs or adverbs.</p> <p>Secure compound sentences.</p> <p>Develop complex sentences – main and subordinate clauses.</p> | <p>Use of rhetorical questions</p> <p>Secure the use of complex sentences – main and subordinate clause.</p> <p>Start sentences with a range of hooking the reader, giving an alternative view, additions etc.</p> <p>Structures of formal writing.</p> <p>Expanded noun phrases to convey complicated information concisely.</p> |
| | <p>Word Structure/ language</p> | <p>Preposition.</p> <p>Determiners – this, it, the, a, you, your</p> <p>Adjective – boastful to hook the reader.</p> <p>Similes for comparison for the reader.</p> <p>Plurals add -s</p> | <p>Generalisers for information – most and some.</p> <p>Formation of adjectives.</p> | <p>Boastful language to entice the reader.</p> <p>More specific and technical vocabulary to add detail.</p> <p>Present tenses.</p> | <p>Subordinating conjunctions.</p> <p>Proper nouns to refer to a particular person or thing</p> <p>Imperative verbs (bossy verbs)</p> <p>Tenses – past and present.</p> | <p>Develop the use of technical language.</p> | <p>Continue to develop the use of technical language.</p> <p>Vocabulary for formal writing,</p> |
| | <p>Punctuation</p> | <p>Exclamation marks</p> <p>Question marks</p> <p>Full stops</p> <p>Finger spaces.</p> | <p>Apostrophes to mark contracted forms</p> <p>Question mark</p> <p>Exclamation</p> | <p>Colons before a list or after a subheading.</p> <p>Use of commas after a fronted adverbial.</p> <p>Question marks for rhetorical question.</p> | <p>Commas to mark clauses and to mark off fronted adverbials.</p> <p>Exclamation marks for emphasis</p> | <p>Rhetorical question – question mark.</p> <p>Bracket/ dashes/ commas for parenthesis.</p> | <p>Use of semi colons to indicate a stronger subdivisions of a sentence.</p> <p>Review question marks for rhetorical questions.</p> <p>Hyphens to avoid ambiguity.</p> |

Autumn 2 - Fiction

Text structure

Use story maps as a planning tool.

The simple structure of a journey tale.

Refer to the story type grid and what they need to include (structure)

Start to understand 5 part stories –
 Opening – once upon a time
 Build up – Early one morning
 Problem – Unfortunately,
 Resolution – luckily
 Ending – So...

Plan opening around the characters.

Story mapping and box up grid for planning and generating ideas.

Structure of a journey story

Opening around a character

5 part story –
 Opening – introduce when – once upon a time
 build up – one day
 problem – speech/ dialogue
 resolution – So,
 ending – Reflect back to the speech in the problem.

Secure use of planning grid.

The structure of a cumulative story.

Plan an opening around the character in the story.

5 part story:
 Introduction – describing the characters.
 Build up – build up suspense to the problem
 Problem – dilemma including dialogue
 Resolution – linking to problem
 Ending – shows how the story reflects back to the beginning.

Paragraphs to organise ideas into each part of a story.

The structure of a losing tale

Focus on dialogue throughout the text.

Secure use of planning tools

Plan opening action

Paragraphs organise each part of story to indicate a change in place or jump in time

5 parts to story
 Introduction
 Build-up
 Problem / Dilemma
 Resolution
 Ending

Secure independence of using planning grid.

The structure of a warning tale.

5 part story structure –
 Introduction – characters and setting.
 Build-up – describe the setting
 Dilemma – a disaster happens/character in danger.
 Resolution – clear link to the dilemma.
 Ending – character reflects on events.

Vary conjunctions to within a paragraph to cohesion into paragraphs.

Using a change of place, time and action to link ideas across paragraphs.

Secure independent planning using 5 part story structure.

Start a story a any of the 5 parts of the structure.

Maintain plot consistently through the plan.

Secure development of character

Secusre use of linking ideas within and across paragraphs.

Linking ideas across paragraphs using a wider range of cohesive devices:
 Semantic cohesion

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| | <p style="text-align: center;">Sentence construction</p> | <p>Statements Questions</p> <p>Simple sentences</p> <p>Embellish simple sentence using adjectives.</p> <p>Compound sentences using simple conjunction – and, but, so, until</p> <p>use of who</p> <p>-ly openers</p> <p>Also the opener – Next</p> <p>Repetition for rhyme.</p> <p>Repetition for description.</p> | <p>Complex sentences using drop in relative clause.</p> <p>Embellish simple sentences using adjectives</p> <p>Expanded noun phrases</p> <p>Compound sentences</p> | <p>Long sentences to add description and detail.</p> <p>Develop complex sentences using a range of subordinating conjunctions.</p> <p>-ing clause as a starter.</p> <p>Drop in relative clauses at the beginning to introduce character.</p> <p>Dialogue – choosing a powerful speech verb.</p> | <p>Secure the use of simple sentences and embellish.</p> <p>-‘ed’ clauses as starters</p> <p>Expanded -‘ing’ clauses as starters</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly</p> | <p>Elaboration of starters using adverbial phrases.</p> <p>Secure use of simple/ embellished simple sentences.</p> <p>Sentence reshaping techniques (lengthening or shortening sentences for meaning/effect)</p> <p>Moving sentence chunks (how, when, where) around for different effects.</p> | <p>Secure the writing of dialogue</p> <p>Secure using drop in clauses to add more information.</p> <p>Secure the use of rhetorical questions.</p> <p>Secure use of simple/ embellished simple sentences.</p> <p>Secure use of compound sentences.</p> |
| | <p style="text-align: center;">Word Structure/ language</p> | <p>Adjective to describe</p> <p>Preposition</p> <p>Determiners</p> <p>Suffix -ed for verbs.</p> <p>Verbs</p> <p>Adjective</p> <p>Nouns - things</p> <p>The prefix un-</p> | <p>Similes using like</p> <p>Two adjectives to describe the noun</p> <p>Adverbs for description</p> <p>Speech bubble/ speech marks for direct speech</p> | <p>Powerful verbs – linking to speech.</p> <p>Use of the determiner – a or an.</p> | <p>Proper nouns</p> | <p>Metaphor</p> <p>Personification</p> | <p>Onomatopoeia</p> <p>Personification</p> <p>Similes</p> <p>Adverbial phrases to add detail.</p> |

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| | Punctuation | <p>Full stops</p> <p>Capital letters</p> <p>Question marks</p> <p>Speech bubbles.</p> | <p>Speech bubble</p> <p>Commas for listed adjectives</p> <p>Inverted commas (Speech marks)</p> | <p>Ellipses to keep the readers hanging on – to show pauses too.</p> <p>Secure use of inverted commas for direct speech.</p> <p>Commas after fronted adverbials.</p> | <p>Full punctuation for direct speech.</p> <p>Apostrophes to mark singular possession.</p> <p>Inverted commas</p> <p>Punctuation at the end of speech – comma, exclamation mark, question mark.</p> | <p>Colons</p> <p>Elipsis</p> <p>Commas to clarify meaning.</p> | <p>Hyphens to avoid ambiguity.</p> <p>Secure speech punctuation.</p> <p>Secure question marks for rhetorical questions.</p> <p>Secure use of commas after adverbial starters,</p> |
| Autumn 2 - Non Fiction | Text structure | <p>Use text mapping as a planning tool.</p> <p>Develop understanding of information text.</p> <p>Introduction – opening factual statement.</p> <p>Middle section- simple factual sentence.</p> <p>Ending – speaking to the read – questions and explanations.</p> <p>Headings/subheadings.</p> <p>Label diagram of a creature – precise adjectives description.</p> | <p>Simple structure of a persuasive text.</p> <p>Introduction that talks to the reader – opening questions</p> <p>Group related information into sections</p> <p>Use of lists – bullet points.</p> <p>Make a final comment to the reader.</p> | <p>Secure the use of planning box up grid.</p> <p>The structure of recount text in the style of a newspaper.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Group facts into paragraphs.</p> <p>Introduction – develop hook to introduce to the reader and give key details – who, when, what, where, why.</p> <p>Middle section – grouping related ideas together.</p> <p>Explaining how in time order.</p> <p>Ending – reflect on present/ future events.</p> <p>Use of present perfect instead of simple past.</p> | <p>The structure of a recount in the style of a newspaper report.</p> <p>Paragraphs in logical and time order.</p> <p>Introduction that introduces the when, where, who, what, why.</p> <p>Ending in the present tense explain future/ present circumstances.</p> <p>Linking information within a paragraph.</p> <p>Past and present tenses.</p> <p>Formal/ reporting tone.</p> | <p>Secure use of range of layouts suitable to recount texts.</p> <p>The structure of a newspaper.</p> <p>Introduction/ middle/ ending</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across the paragraphs using a full range of conjunctions.</p> <p>Summary clear at the end to appeal directly to the reader and relecting on the present.</p> <p>Link ideas across paragraphs using adverbials of time and place.</p> | <p>Secure planning across non fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Study the structure of a discussion text.</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude.</p> <p>Use appropriate formal and informal style of writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>Semantic cohesion</p> <p>Grammatical connections</p> <p>Elision layout devices</p> |

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| | <p style="text-align: center;">Sentence construction</p> | <p>Statements Questions</p> <p>Simple sentences.</p> <p>Precise adjective to describe and embellish simple sentence.</p> <p>Preposition</p> <p>Compound sentence with simple conjunction: and, that. with, where, to</p> <p>-ly openers – additionally</p> <p>Other openers: furthermore, also</p> | <p>Exclamation</p> <p>Questions</p> <p>Commands</p> <p>Vary openers to sentences</p> <p>Use long and short sentence.</p> <p>Expanded noun phrases (boastful language).</p> <p>Continuous for of verb – present.</p> <p>Use of present/ future tense.</p> | <p>Fronted adverbial phrase to show when.</p> <p>Compound sentence using compound conjunctions.</p> <p>Develop complex sentences using subordinating conjunctions.</p> <p>Drop in relative clause using who/whom/whose.</p> | <p>Long and short sentences to give information.</p> <p>Develop complex sentences using subordinating conjunctions: both the start a sentence and within.</p> <p>Past, present and future tenses.</p> <p>Fronted adverbials to show time.</p> | <p>Relative clauses beginning with who, where, which, that, when, whose.</p> <p>Secure compound sentences.</p> <p>Develop complex sentences – main and subordinate clauses.</p> | <p>Expanding arguments</p> <p>Secure complex sentences – main and subordinate clauses.</p> <p>Secure the use of conjunction to join information within a text.</p> <p>Rhetorical questions to talk to the reader.</p> <p>Discursive language style ad tone.</p> |
| | <p style="text-align: center;">Word Structure/ language</p> | <p>Preposition.</p> <p>Determiners – a, the, they, their.</p> <p>Adjective to describe features.</p> <p>Alliteration</p> <p>Similes for comparison for the reader.</p> <p>Plurals add -s/-es</p> <p>Suffix ending – ed.</p> | <p>Verbs (bossy language)</p> | <p>Use of the determiner an/a</p> <p>Factual language and tone.</p> <p>Past and present tenses.</p> <p>Specific vocabulary.</p> | <p>Proper nouns refers to a particular person or thing</p> <p>The grammatical difference between plural and possessive apostrophes</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Fronted adverbials.</p> | <p>Developed use of technical language.</p> | <p>Vocabulary for formal writing.</p> <p>Secure use of technical vocabulary.</p> <p>Variety of sentence starter for discursive writing.</p> |

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| | Punctuation | <p>Question marks</p> <p>Full stops</p> | <p>Bullet points</p> <p>Question marks</p> <p>Exclamation marks</p> | <p>Inverted commas for direct speech – eye-witness statement.</p> <p>Use of commas after a fronted adverbial of time.</p> <p>Exclamation mark for emphasis.</p> | <p>Full punctuation for direct speech.</p> <p>Apostrophes for possession.</p> <p>Commas for a list of 3.</p> <p>Commas after a fronted adverbial.</p> | <p>Secure commas after adverbials.</p> <p>Commas to clarify meaning and avoid ambiguity.</p> <p>Brackets/ dashes/ commas for parenthesis.</p> | <p>Colons</p> <p>Question marks for rhetorical questions.</p> <p>Hyphens to avoid ambiguity.</p> |
| Spring 1 - Fiction | Text structure | <p>Use story maps as a planning tool.</p> <p>The simple structure of a finding story.</p> <p>Refer to the story type grid and what they need to include (structure)</p> <p>Start to understand 5 part stories – Opening – once, no twice, but once upon a time... Build up – One day Problem – Oh dear Resolution – luckily Ending – In the end...</p> <p>Focus on different story starters and endings.</p> <p>Plan opening around the characters.</p> | <p>Story mapping and box up grid for planning and generating ideas.</p> <p>Structure of a defeating the monster story</p> <p>Opening around a setting</p> <p>5 part story – Opening – introduce when – once upon a time build up – Early one frosty morning, problem – build in a dilemma – on the way resolution – suddenly - character reaction ending – sooner rather than later,</p> <p>Ending not just a simple sentence but suggest how the character is now feeling.</p> | <p>Secure use of planning grid.</p> <p>The structure of a defeating the monster.</p> <p>Planning an opening around the setting and time.</p> <p>5 part story: Introduction – describing the characters. Build up – build up suspense to the problem Problem – dilemma including action Resolution – linking to problem Ending – shows how the situation has change from the beginning.</p> <p>Paragraphs to organise ideas into each part of a story.</p> | <p>Secure the use of planning grid and boxing up.</p> <p>The structure of a finding tale</p> <p>Focus on suspense throughout the text.</p> <p>Plan opening with speech and action.</p> <p>Paragraphs organise each part of story to indicate a change in place or jump in time</p> <p>5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> | <p>Secure independence of using planning grid.</p> <p>The structure of a defeating the monster tale.</p> <p>5 part story structure – Introduction – use dialogue within the opening. Build-up Dilemma Resolution – clear link to the dilemma. Ending – suggests future events/stories.</p> <p>Vary conjunctions to within a paragraph to cohesion into paragraphs.</p> <p>Using a change of place, time and action to link ideas across paragraphs.</p> | <p>Secure independent planning using 5 part story structure.</p> <p>Start a story a any of the 5 parts of the structure.</p> <p>Maintain plot consistently through the plan.</p> <p>Secure development of character</p> <p>Secure use of linking ideas within and across paragraphs.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion</p> |

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| | <p style="text-align: center;">Sentence construction</p> | <p>Statements Exclamation</p> <p>Simple sentences</p> <p>Embellish simple sentence using adjectives.</p> <p>Compound sentences using simple conjunction – and, but, so, when, until</p> <p>similies – as as</p> <p>use of who</p> <p>Also the opener – when</p> <p>Repetition for phrases.</p> | <p>Exclamations</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives</p> <p>Secure use of compound sentences - coordinating conjunctions <i>and/ or / but / so</i></p> <p>Complex sentences subordination using drop in a relative clause.</p> <p>Short sentences for emphasis.</p> | <p>Adverbial phrases used as a <i>where, when or how</i> starter.</p> <p>Adverb starters to add detail.</p> <p>-ing clauses as a starter.</p> <p>Drop in relative clauses.</p> <p>Sentence of 3 for description.</p> | <p>Speech/ dialogue</p> <p>Short sentences to move events on quickly.</p> <p>Secure use of simple sentences.</p> <p>Standard English form of verb inflections.</p> <p>Secure use of compound sentences.</p> <p>-ing clause starters.</p> | <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i>.</p> <p>Develop complex sentences – main and subordinate clauses.</p> <p>Stage directions in speech (speech + verb + action)</p> | <p>Short sentences for effect.</p> <p>Securing simple, compound and complex sentences.</p> <p>Secure the use of adverbials to move the action forward – time, place, action.</p> <p>Start sentences in a variety of different ways - verbs starters</p> <ul style="list-style-type: none"> - ed clauses - ing clauses - Adverbials <p>The use of the passive to affect the presentation of information in a sentence.</p> |
| | <p style="text-align: center;">Word Structure/ language</p> | <p>Adjective to describe</p> <p>Determiners – <i>an, the, her, she, they, everyone</i></p> <p>Suffix <i>-ed</i> and <i>-ing</i> for verbs</p> <p>Verbs</p> <p>Nouns – things</p> <p>Adjective</p> | <p>Alliteration</p> <p>Two adjectives to describe a noun</p> <p>Verbs choices.</p> <p>Suffix <i>-est</i> and <i>-er</i></p> | <p>Preposition</p> <p>Powerful verbs</p> <p>Boastful language</p> <p>The determiner <i>a/an</i>.</p> | <p>Appropriate choice of verb, adjective and adverb.</p> <p>The difference between plural and possessive <i>-s</i></p> <p>Preposition</p> <p>Similes</p> | <p>Personification</p> <p>Secure use of alliteration.</p> | <p>Alliteration</p> <p>Personification</p> <p>Repetition of verb/ adverbs for effect.</p> <p>Secure careful selection of adjective for a more precise description and imagery.</p> |
| | <p style="text-align: center;">Punctuation</p> | <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Speech bubbles.</p> | <p>Capital letters</p> <p>Full stops</p> <p>Exclamation marks</p> <p>Commas after <i>-ly</i> openers.</p> | <p>Commas after a fronted adverbials.</p> <p>Commas in a list for a sentence of 3.</p> <p>Ellipsis to keep the reader hanging on.</p> | <p>Commas to mark of fronted adverbials</p> <p>Full speech punctuation</p> <p>Apostrophes to mark singular and plural possession.</p> | <p>Use of commas for parenthesis</p> <p>Secure speech punctuation.</p> | <p>The use of ellipsis to show suspense.</p> <p>Use of semi colons, colons and dashes to mark the boundaries between independent clauses.</p> <p>Hyphens to avoid ambiguity.</p> |

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| <p style="text-align: center;"><i>Spring 1 - Spine poetry</i></p> | | <p><i>Spine poem structure Adjective, noun, verb.</i></p> <p><i>Carefully selected adjective for a noun.</i></p> <p><i>Verb to show with the noun is doing.</i></p> <p><i>Understanding of a noun.</i></p> <p><i>Using capital letters and full stops for each line.</i></p> | <p><i>Spine poem structure – multiple adjectives, noun, verb</i></p> <p><i>Expanded noun phrases</i></p> <p><i>List of 3 for description</i></p> <p><i>Adjectives to describe</i></p> <p><i>Verbs</i></p> <p><i>Alliteration</i></p> <p><i>Capital letters</i></p> <p><i>Full stops</i></p> | <p><i>Spine poem structure adjectives, noun, verb, similes</i></p> <p><i>Powerful verbs.</i></p> <p><i>List of 3 for action</i></p> <p><i>Boastful language where appropriate.</i></p> <p><i>Alliteration.</i></p> <p><i>Preposition</i></p> <p><i>Similes</i></p> <p><i>Commas within the structure</i></p> | <p><i>Spine poem structure Adjectives, noun, verb, adverb</i></p> <p><i>Poetry structure</i></p> <p><i>Manipulating vocabulary position to change structure.</i></p> <p><i>Secure use of simple and embellished sentences</i></p> <p><i>Start with a simile</i></p> <p><i>Starting with and ing clause starter.</i></p> <p><i>Sentence of 3 for description.</i></p> <p><i>Preposition</i></p> <p><i>Comparative and superlative adjectives.</i></p> | <p><i>Spine poem structure Embellishing the basic structure and manipulating it to add interest.</i></p> <p><i>Poetry structure</i></p> <p><i>Vocabulary choices</i></p> <p><i>Personification</i></p> <p><i>Metaphor/similes.</i></p> <p><i>Extension with subordination to add further detail</i></p> | <p><i>Spine poem structure Embellishing the basic structure and manipulating it to add interest.</i></p> <p><i>Poetic structure</i></p> <p><i>Poety language</i></p> <p><i>Choice of vocabulary – synonyms and antonyms.</i></p> <p><i>Personification</i></p> <p><i>Alliteration</i></p> <p><i>Metaphor/similes</i></p> <p><i>Order of phrasing for impact</i></p> <p><i>Imagery</i></p> |
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Spring 2 – Non fiction

Text structure

Use text mapping as a planning tool.

Develop understanding of instruction text.

Introduction – opening factual statement/question/exclamation.

Middle section- simple factual commands.

Ending – warning to reader

Headings/subheadings.

Bullet points for lists and numbered bullet points for instructions.

Recount structure in the form of a newspaper.

Introduction explaining when and what.

Events in time order.

Direct speech from a witness.

A conclusion referencing the present.

Secure the use of planning box up grid.

The structure of information text.

Use paragraphs to organise ideas around a theme.

Group facts into paragraphs.

Introduction – develop hook to introduce to the reader- using a rhetorical question.

Middle section – grouping related ideas together.

Ending – fun facts or wow comments to summaries.

Use of present perfect instead of simple past.

Headings/ subheadings.

Discussion text structure

Use factual information to support point.

Paragraphs around a theme.

Group related paragraphs

Develop the use of topic sentences to structure a paragraph.

Paragraphs with a range of conjunctions.

Introduction to introduce the argument.

Ending to conclude with a personal opinion.

Secure use of range of layouts suitable to persuasive texts.

The structure of a persuasive brochure.

Introduction/ middle/ ending

Use a variety of ways to open texts and draw reader in and make the purpose clear.

Link ideas within and across the paragraphs using a full range of conjunctions.

Summary clear at the end to appeal directly to the reader.

Secure planning across non fiction genres and application

Use a variety of text layouts appropriate to purpose

Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions

Express balanced coverage of a topic

Use different techniques to conclude.

Use appropriate formal and informal style of writing.

Linking ideas across paragraphs using a wider range of cohesive devices:
 Semantic cohesion
 Grammatical connections
 Elision layout devices

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| | <h2>Sentence construction</h2> | <p>Statements Questions Exclamation Commands</p> <p>Simple sentences.</p> <p>Precise imperative verbs to instruct the reader.</p> <p>Preposition</p> <p>Compound sentence with simple conjunction: <i>and, that. or.</i></p> <p>Other openers: <i>first, next, after that, then, now, after a few minutes, finally.</i></p> | <p>Statements Commands</p> <p>-‘ly’ starters</p> <p>Vary openers of sentences</p> <p>Secure use of compound sentences using coordinating conjunctions.</p> <p>Complex sentences adding more information.</p> <p>Expanded noun phrases</p> <p>List of 3 to pile up information.</p> | <p>Long sentences to add detail and information.</p> <p>Embellished simple sentences with: Adverbial starters to entice the reader or add detail. Adverbial phrases for how and when.</p> <p>Develop complex sentences using subordinating conjunctions.</p> <p>Sentence of 3 for description</p> <p>Topic sentences to introduce non fiction paragraphs.</p> <p>Use of generalisers/determiners.</p> | <p>Long and short sentences to give information.</p> <p>Secure use of compound sentences using coordinating conjunction.</p> <p>Develop complex sentence to add further detail and information using subordinating conjunctions.</p> <p>Fronted adverbials to give comparison, additional information or to change the topic.</p> | <p>Develop complex sentences – main and subordinate clause.</p> <p>Rhetorical questions</p> <p>Indicating degree of possibility using modal verbs or adverbs.</p> | <p>Independent writing</p> |
| | <h2>Word Structure/ language</h2> | <p>Prepositions</p> <p>Bossy verbs – imperative verbs.</p> <p>Determiners – <i>a, half, the,</i></p> <p>Verbs/ nouns/ adjectives</p> <p>Precise clear language to give information.</p> <p>Plural add -s.</p> | <p>Adverbs for information/ time.</p> <p>Two adjectives to describe the noun.</p> <p>Formal/ reporting language.</p> <p>Past and present tense.</p> | <p>Boastful language</p> <p>More Specific/ technical vocabulary to add detail</p> <p>Use of the determiner <i>a/an</i></p> <p>Use of other determiner/generalisers.</p> <p>Similes to add comparisons.</p> | <p>Fronted adverbials</p> <p>Conjunctions</p> <p>Formal language</p> <p>Discursive language.</p> <p>Present tenses.</p> <p>Rhetorical questions.</p> | <p>Secure Imperative verbs</p> <p>Secure Boastful language</p> <p>Secure alliteration</p> <p>Developed use of technical language.</p> | |

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| | Punctuation | <p>Bullet points</p> <p>Numbered bullet points</p> <p>Questions marks</p> <p>Exclamation mark</p> <p>Full stops</p> | <p>Exclamation marks</p> <p>Comma to separate items</p> <p>Commas after -ly starters</p> <p>Inverted commas (speech marks to show direct speech.</p> | <p>Colons before a list.</p> <p>Use of commas after a fronted adverbial.</p> <p>Commas for a sentence of 3.</p> <p>Question marks after a question.</p> | <p>Commas after a fronted adverbial starter.</p> <p>Commas for a list of information.</p> <p>Question marks.</p> | <p>Rhetorical questions- question marks.</p> <p>Dashes</p> <p>Bracket/ dashes and commas for parenthesis</p> <p>Colons</p> <p>Bullet points</p> | |
| Spring 2 - Performance poetry | | <p>Using text mapping to learn and plan a text.</p> <p>An understanding of performance poetry.</p> <p>Phrasing</p> <p>Diction/tone</p> | <p>Using text mapping to learn and plan a text.</p> <p>An understanding of performance poetry.</p> <p>Phrasing</p> <p>Rhyme within poetry</p> <p>Knowledge of the world.</p> <p>Understanding of verbs linked to a noun.</p> <p>Diction/tone</p> | <p>Using text mapping to learn and plan a text.</p> <p>An understanding of performance poetry.</p> <p>Phrasing</p> <p>Narrative poetry.</p> <p>Rhyme within poetry.</p> <p>Repetition within poetry.</p> <p>Diction/tone</p> | <p>Using text mapping to learn and plan a text.</p> <p>An understanding of performance poetry.</p> <p>Phrasing</p> <p>The poetic structure.</p> <p>Rhyming words.</p> <p>Imaginative vocabulary.</p> <p>Diction/tone</p> | <p>Using text mapping to learn and plan a text.</p> <p>An understanding of performance poetry.</p> <p>Phrasing</p> <p>Diction/tone</p> | |

Summer 1 - Fiction

Text structure

Use story maps as a planning tool.

The simple structure of a journey story.

Refer to the story type grid and what they need to include (structure)

Start to understand 5 part stories –
Opening – once upon a time,
Build up – (setting described) One day
Problem – unfortunately
Resolution – Finally, At that moment...
Ending – Four left clover my story is over.

Focus on further description

Plan opening around the characters.

Story mapping and box up grid for planning and generating ideas.

Structure of a rags to rich story

Opening around a setting

5 part story –
Opening – introduce when –
Along time ago
build up – The next morning
problem – build in a dilemma – On the stroke of midnight
resolution – suddenly - character reaction
ending – reflects back to the start of the story and shows change.

Secure use of planning grid.

The structure of a warning tale.

5 part story:
Introduction – describing the characters.
Build up – build up suspense to the problem
Problem – dilemma including action
Resolution – linking to problem
Ending – the character reflects on what has happened.

Paragraphs to organise ideas into each part of a story,

Use of perfect form of verb to mark relationship between time and cause.

The structure of a warning tale

Focus on openings and endings throughout the text.

Secure use of planning tools

Plan opening around character and what they do

Paragraphs organise each part of story to indicate a change in place or jump in time

5 parts to story
Introduction
Build-up
Problem / Dilemma
Resolution
Ending

Secure independence of using planning grid.

The structure of a portal story.

5 part story structure –
Introduction – character and setting.
Build-up- develop suspense techniques.
Dilemma – could be more than one problem.
Resolution – clear link to the dilemma.
Ending – character reflects.

Vary conjunctions to within a paragraph to cohesion into paragraphs.

Using a change of place, time and action to link ideas across paragraphs.

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| | <p>Sentence construction</p> | <p>Statements Exclamation</p> <p>Simple sentences</p> <p>Embellish simple sentence using adjectives.</p> <p>Compound sentences using simple conjunction – and, but, so, because, that.</p> <p>use of who</p> <p>-ly openers – sadly, finally.</p> <p>Also the opener – first, next, after that,</p> <p>Repetition of end phrase – what a monkey sees, then a monkey does.</p> | <p>List of 3 for action</p> <p>List of 3 for description</p> <p>Embellish sentence with adverbs.</p> <p>Vary openers to sentence.</p> <p>Compound sentences using coordinating conjunctions and, but, so.</p> <p>Subordinating conjunctions to add detail – when, while, which.</p> | <p>Short sentences for emphasis and making key points.</p> <p>Adverbial starters to add detail</p> <p>Adverbial phrases for when, where and how to start sentences.</p> <p>Sentence of 3 for action</p> | <p>Sentence of 3 for action</p> <p>Secure compound sentences using coordination conjunctions</p> <p>Short sentence to move events quickly.</p> <p>Drop in -ing clause</p> <p>Appropriate choice of pronoun or noun within a sentence.</p> | <p>Secure use of simple/ embellished simple sentences.</p> <p>Secure use of compound sentences.</p> | |
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| | Word Structure/ language | <p>Adjective to describe</p> <p>Alliteration</p> <p>Determiners – all, the, a, their, his, he, they.</p> <p>Regular plural noun suffixes -s.</p> <p>Suffix -ed and -ing for verbs</p> <p>Verbs</p> <p>Nouns – things</p> <p>Adjective</p> <p>Present tense</p> | <p>Powerful Verbs</p> <p>Adverbs</p> <p>Preposition</p> <p>Adverbs for description</p> <p>Adverbs for information</p> | <p>Prepositions</p> <p>Powerful verbs</p> <p>Negative description (words for suspense/fear)</p> | <p>Proper nouns</p> <p>Pronouns</p> <p>Prepositions</p> <p>The grammatical difference between plural and possessive -s.</p> | <p>Onomatopoeia</p> | |
| | Punctuation | <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> | <p>Commas in a list</p> <p>Commas after sentence starters</p> | <p>Ellipsis to keep the reader hanging on</p> <p>Use of commas after fronted adverbials.</p> <p>Commas for a sentence of 3.</p> <p>Exclamation for effect.</p> | <p>Introduce commas to mark clauses and to mark off fronted adverbials.</p> <p>Apostrophes to mark singular and plural possession.</p> | <p>Colons</p> <p>Brackets for parenthesis</p> | |

Summer 1 – List Poetry

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| <i>List poem structure</i> | <i>List poem structure</i> | <i>List poem structure</i> | <i>List poem structure</i> | <i>List poem structure</i> | <i>List poem structure</i> | |
| <i>Repetition</i> | <i>Repeated starter pattern – determiner a/an</i> | <i>Repeated verse starter</i> | <i>Senses</i> | <i>Nouns/adjective/ verbs/ adverbs</i> | | |
| <i>Adjective</i> | <i>Expanded noun phrase</i> | <i>Abstract nouns</i> | <i>Adjectives</i> | <i>Apostrophes for possession</i> | | |
| <i>Noun / proper nouns</i> | <i>Careful selection of adjectives</i> | <i>Verbs/ adverbs</i> | <i>Powerful verbs</i> | <i>Similes/metaphors</i> | | |
| <i>Plurals -s/-es</i> | <i>Giving further detail using conjunctions to, that, and, which</i> | <i>Alliteration</i> | <i>Similes</i> | <i>Related verses</i> | | |
| <i>Conjunction and</i> | <i>Verbs</i> | <i>Preposition and adjectives to extend/add detail</i> | <i>Carefully selected nouns</i> | <i>Imagery</i> | | |
| <i>Description of 3.</i> | | | <i>apostrophes for possession</i> | | | |

Summer 2 - Fiction

Text structure

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| <p>Use story maps as a planning tool.</p> <p>The simple structure of a defeating the cumulative tale.</p> <p>Focus on setting.</p> <p>Refer to the story type grid and what they need to include (structure)</p> <p>Start to understand 5 part stories – Opening – once upon a time Build up – (setting description) Early one morning, Problem – At that moment Resolution – Finally Ending – So, lived happily ever after.</p> <p>Plan opening around the characters and setting.</p> | <p>The structure of a finding tale</p> <p>Story structure</p> <p>Vared story starters</p> <p>Ending reflecting on what has change or has been learnt by the character.</p> <p>Past tense</p> | <p>Secure use of planning grid.</p> <p>The structure of a portal story.</p> <p>5 part story: Introduction – describing the characters. Build up – build up suspense to the problem Problem – dilemma including dialogue and action. Resolution – linking to problem Ending – link back to the beginning of the story.</p> <p>Paragraphs to organise ideas into each part of a story,</p> | <p>The structure of a portal tale</p> <p>Focus on description throughout the text.</p> <p>Secure use of planning tools</p> <p>Plan opening action</p> <p>Paragraphs organise each part of story to indicate a change in place or jump in time</p> <p>5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> | <p>Secure independence of using planning grid.</p> <p>The structure of a loosing tale.</p> <p>5 part story structure – Introduction – character and setting. Build-up – build suspense. Dilemma – more than one problem Resolution – clear link to the dilemma. Ending – return to the start of the story.</p> <p>Vary conjunctions to within a paragraph to cohesion into paragraphs.</p> <p>Using a change of place, time and action to link ideas across paragraphs.</p> | <p>Secure independent planning using 5 part story structure.</p> <p>Start a story a any of the 5 parts of the structure.</p> <p>Maintain plot consistently through the plan.</p> <p>Secure development of character</p> <p>Secusre use of linking ideas within and across paragraphs.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion</p> |
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| | <h2>Sentence construction</h2> | <p>Statements Exclamation</p> <p>Simple sentences</p> <p>Embellish simple sentence using adjectives.</p> <p>Compound sentences using simple conjunction – and, but, so, because, that.</p> <p>use of who</p> <p>-ly openers –finally.</p> <p>Also the opener – first, next, after that, inside</p> | <p>'ly' starters</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using adverbs</p> <p>Secure use of compound sentences.</p> <p>Additional subordinating conjunctions</p> | <p>Vary long and short sentences.</p> <p>Adverbial phrases used as when, where or how at the start of a sentence.</p> <p>Develop complex sentences with a range of subordinating conjunctions.</p> <p>-ing clause as a starter</p> <p>Dialogue – use of powerful speech verbs.</p> | <p>Start with a simile</p> <p>-ed clauses at the start of sentences</p> <p>Embellished sentence of 3 for description.</p> <p>Securing compound sentences</p> <p>Developing the use of complex sentences with subordination.</p> | <p>Expanded -ed clauses as starters</p> <p>Drop in -ed clauses</p> <p>Use of rhetorical questions</p> <p>Secure use of compound sentences.</p> | <p>Secure simple, compound and complex sentences.</p> <p>Use the passive to effect the presentation of information.</p> <p>Informal speech structure.</p> |
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| | <p style="text-align: center;">Word Structure/ language</p> | <p>Adjective to describe</p> <p>Pile up adjective to add detail</p> <p>Alliteration</p> <p>Preposition.</p> <p>Determiners – all, the, a, they've, her, she, they, somebody, it, his, my.</p> <p>Similes</p> <p>Regular plural noun suffixes -s.</p> <p>Suffix -ed and -ing for verbs</p> <p>Verbs</p> <p>Nouns – things</p> <p>Adjective</p> | <p>Prepositions</p> <p>Adverbs</p> <p>Using more complex vocabulary</p> | <p>Preposition</p> <p>Powerful verbs</p> <p>Boastful language.</p> | <p>Perpositions</p> <p>Conditionals – should, would, could</p> <p>Standard English form of verb inflections instead of local spoken form.</p> <p>Proper nouns</p> | <p>Personification</p> <p>Empty words</p> | <p>Alliteration</p> <p>Simile/ metaphor</p> <p>Personification</p> <p>Secure the use of empty words.</p> |
| | <p style="text-align: center;">Punctuation</p> | <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> | <p>Commas after -ly openers</p> <p>Commas after sentence starters.</p> <p>Inverted commas for speech</p> | <p>Inverted commas for speech</p> <p>Commas after a fronted adverbial.</p> | <p>Ellipsis</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation of speech.</p> | <p>Rhetorical questions</p> <p>Commas to clarify meaning or avoid ambiguity</p> | <p>Use of semi colons, colons and dashes to mark the boundaries between independent clauses.</p> <p>Hyphens to avoid ambiguity.</p> |

Summer 2 - Non Fiction

Text structure

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| <p>Use text mapping as a planning tool.</p> <p>Develop understanding of recount text in the style of a post card.</p> <p>Introduction – post card opener, statement sentence of past event.</p> <p>Middle section- simple factual statements.</p> <p>Ending – talking to the reader.</p> <p>Time order.</p> | <p>Story mapping and box up grid for planning and generating ideas.</p> <p>Structure of a finding story</p> <p>Opening around a character</p> <p>5 part story – Opening – introduce when – long, long ago build up – Early one morning, later that day, first, problem – build in a dilemma – unfortunately, resolution – ing starter - character reaction ending – and from then on</p> <p>Ending not just a simple sentence but suggest how the character is now feeling.</p> | <p>Secure the use of planning box up grid.</p> <p>The structure of discussion text.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Group facts into paragraphs.</p> <p>Introduction – develop hook to introduce to the reader- using a rhetorical question. Middle section – grouping related ideas together. Ending – fun facts or wow comments to summaries.</p> <p>Use of present perfect instead of simple past.</p> <p>Use of present perfect instead of simple past.</p> <p>Discursive sentence starter/ comparison – on the other hand etc.</p> | <p>Information text structure</p> <p>Use factual information to support point.</p> <p>Paragraphs around a theme.</p> <p>Group related paragraphs</p> <p>Develop the use of topic sentences to structure a paragraph.</p> <p>Paragraphs with a range of conjunctions.</p> <p>Introduction to introduce the main topic – brief.</p> <p>Ending to conclude and summaries the topic and its importance.</p> <p>Informative tone</p> | <p>Secure use of range of layouts suitable to discussion texts.</p> <p>The structure of a discussion text.</p> <p>Introduction/ middle/ ending</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across the paragraphs using a full range of conjunctions.</p> <p>Summary clear at the end to appeal directly to the reader</p> | <p>Secure planning across non fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude.</p> <p>Use appropriate formal and informal style of writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion Grammatical connections Elision layout devices</p> |
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| | <p>Sentence construction</p> | <p>Statements Questions Exclamations</p> <p>Compound sentences using simple conjunction: and, but, so, while, because, so that, when.</p> <p>Different openers: yesterday, tomorrow, there are.</p> <p>Embellished simple sentences with adject.</p> <p>Complex sentence using who.</p> | <p>-ly starters</p> <p>Varied openers to sentences.</p> <p>Secure compound sentences</p> <p>Extend sentences using subordinating conjunctions</p> <p>Expand a noun phrase</p> | <p>Vary long and short sentences</p> <p>Compound sentences with coordinating conjunctions</p> <p>Develop complex sentences with subordinating conjunction.</p> <p>Topic sentences to lead the point of view.</p> | <p>Appropriate use of pronouns, proper and nouns within a sentence/paragraph</p> <p>Topic questions to start a paragraph.</p> <p>Sentence of 3 to pile up information.</p> <p>Long sentence to enhance information.</p> <p>Develop complex sentences with subordinate clauses.</p> | <p>Secure embellished simple sentences.</p> <p>Secure compound sentences.</p> <p>Sentence reshaping techniques by lengthening or shortening sentences for meaning and effect.</p> <p>Indicating degrees of possibility using modal verbs or adverbs.</p> | <p>Secure complex sentences – main and subordinate clauses.</p> <p>Secure the use of conjunction to join information within a text.</p> <p>Rhetorical questions for persuasion.</p> <p>Discursive, persuasive, informative language style ad tone.</p> |
| | <p>Word Structure/ language</p> | <p>Determiners: the, I, lots of, a bit, a, you.</p> <p>Adjectives to describe.</p> <p>Precise language to information.</p> <p>Plural -es/-s</p> <p>Suffixes – ed and -ing</p> <p>Prefix -un</p> | <p>Prepositions</p> <p>Adverbs to describe</p> <p>Similes</p> <p>Powerful verbs</p> <p>Alliteration</p> <p>Sentence of 3.</p> | <p>Boastful language</p> <p>More specific/ technical vocabulary to add detail</p> | <p>Conditionals</p> <p>Use of determiner /generalisers.</p> | <p>Developed use of technical language</p> | <p>Vocabulary for formal writing.</p> <p>Secure use of technical vocabulary.</p> <p>Variety of sentence starter for discursive writing.</p> |
| | <p>Punctuation</p> | <p>Exclamation marks</p> <p>Capital letter for names and pronouns.</p> <p>Question marks</p> <p>Full stops.</p> | <p>Apostrophes for contractions</p> <p>Full stops</p> <p>Capital letters</p> <p>Commas for a list</p> | <p>Colons before a list</p> <p>Question mark for rhetorical question.</p> <p>Fronted adverbial</p> | <p>Commas to mark clause</p> <p>Apostrophes to mark possession both singular and plural</p> | <p>Brackets/ dashes/ commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> | <p>Colons</p> <p>Question marks for rhetorical questions.</p> <p>Hyphens to avoid ambiguity.</p> |