Windmill L.E.A.D. Academy - Teaching guide for progression in writing *(Grammar expectations for each year group)*

(Modified from Pie Corbett and the South2 together Writing Project)

Windmill L.E.A.D Academy
Lead · Empower · Achieve · Drive

Early Years Foundation Stage *(Reception)*

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Introduce:**
Planning Tool – visual story map		**Determiners:**		
Whole class retelling of story	**Simple sentences**	*the*	Finger spaces	Finger spaces
('Talk for writing')		*a*		
	Simple Conjunctions:	*my*	Full stops	Letter
Understanding of beginning/ middle / end	*and*	*your*		
	so	*an*	Capital letters	Word
	because	*this*		
Retell simple 5-part story:	*but*	*that*		Sentence
Once upon a time		*his*		
First / Then / Next		*her*		Full stops
But	**Say a sentence, write and read it back to check it makes sense.**	*their*		
So		*some*		Capital letter
Finally,…..happily ever after		*all*		
				Adjective
	Compound sentences using conjunctions *(coordinating conjunctions)*	**Prepositions:** *for example:*		
Non-fiction:		*up*		Simile *(like)*
Factual writing closely linked to a story	*and / but*	*down*		
	-**'ly' openers**	*in*		
	Slowly, hungrily, luckily, unfortunately,	*into*		
Simple factual sentences based around a theme		*out*		*(Through **guided reading** introduce children to:*
		to		
		onto		*Question mark*
Names	**'Run'** - Repetition for rhythm:	*etc.*		
Labels	e.g.	**Adjectives:** e.g. *old, little*, *big, small, quiet*		*Exclamation mark*
Captions	*He walked and he walked*			
Lists	**Repetition in description**	**Adverbs:** e.g. *luckily, unfortunately, fortunately*		*Speech marks)*
Diagrams	e.g. *a lean cat, a mean cat*			
Message		**Similes** – using 'like'		

Year 1

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

Non-fiction: **Planning tools:** Flow charts / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	**Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Compound sentences** using conjunctions (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings **and** slid down the slide.* *Spiders can be small **or** they can be large.* *Charlie hid **but** Sally found him.* *It was raining **so** they put on their coats.* **Complex sentences:** **Use of 'who' (relative clause)** e.g. *Once upon a time there was a little old woman **who** lived in a forest.* *There are many children **who** like to eat ice cream.* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	**Precise, clear language to give information e**.g. *First, switch on the red button.* *Next, wait for the green light to flash...* Regular **plural noun suffixes** –s or –es *(e.g. dog, dogs; wish, wishes)* **Suffixes** *that can be added to **verbs** (e.g. helping, helped, helper)* *How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*		<u>**Introduce:**</u> Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Verb Conjunction Alliteration Simile – *'as'*

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	**Consolidate Year 1 list** **Introduce:** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination)** using conjunctions: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g. Sam, **who** was lost, sat down and cried.	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.*	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener. e.g. *Fortunately,...Slowly,…* **Speech bubbles /speech marks for direct speech** *(Implicitly understand how to change from indirect to direct speech)* ***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't* ***Apostrophes to mark singular possession*** e.g. *the cat's name*	<u>Consolidate:</u> **Punctuation** • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points **Singular/ plural** Adjective Verb Conjunction Alliteration Simile – 'as'/ 'like'

Non-Fiction **Introduce:** **Secure use of planning tools:** Text map / washing line **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)	The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly. **Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While** the animals were munching breakfast, two visitors arrived* *During the Autumn, **when** the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. ***l**ots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.*	**Adverbs for information** e.g**.** Lift the pot carefully onto the tray. The river quickly flooded the town. **Quantifiers/ Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as – ness, –er Formation of **adjectives** using **suffixes** such as – ful, –less *(A fuller list of **suffixes** can be found in the spelling programme.)* Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs** Using the **prefix – un** to change the meaning of verbs and adjectives (negation or undoing)		**Introduce:** Apostrophe (contractions only) Commas for description 'Speech marks' Suffix Prefix Verb / adverb Statement Question Exclamation Command Bossy verbs (imperative) Tense (past, present, future) Adjective / noun Generalisers/Quantifiers Subordinating conjunctions

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction –**should include detailed description of setting or characters **Build-up –**build in some suspense towards the problem or dilemma **Problem / Dilemma –**include detail of actions / dialogue **Resolution -** should link with the problem **Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	**Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* **Compound sentences (Coordination)** using conjunctions: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences (Subordination)** with range of subordinating conjunctions	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.* *Drops of rain pounded on the corrugated, tin roof.*	**Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)	**Consolidate:** Punctuation • Finger spaces • Letter • Word • Sentence • Statement • Question • Exclamation • Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description • Ellipses Singular/ plural Suffix Prefix Adjective / noun Verb / adverb

Non-Fiction:	-'ing' clauses as starters e.g.	Nouns formed from prefixes		Imperative verbs

Non-Fiction:
Introduce:
Secure use of planning tools:
e.g. Text map, washing line, story grids
Paragraphs to organise ideas around a theme
Introduction
Develop hook to introduce and tempt reader in e.g.
Who….? What….? Where….?
Why….? When….? How….?
Middle Section(s)
Group related ideas /facts into paragraphs
Sub headings to introduce sections / paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
Bullet points for facts   Flow diagram
Develop Ending   Personal response   Extra information / reminders e.g. Information boxes/ Five Amazing Facts
Wow comment

Use of the perfect form of verbs to mark relationships of time and cause
e.g. I have written it down so I can check what it said.

Use of the present perfect form of verbs not just simple past. *e.g. He has left his hat behind,* as opposed to: *He left his hat behind.*

-**'ing' clauses as starters** e.g.
Sighing, the boy finished his homework.
Grunting, the pig lay down to sleep.

Drop in a relative clause using:
who/whom/which/whose/ that e.g.
*The girl, **whom** I remember, had long black hair.*
*The boy, **whose** name is George, thinks he is very brave.*
*The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction.*

Sentence of 3 for description e.g.
The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Pattern of 3 for persuasion e.g.
Visit, Swim, Enjoy!

Topic sentences to introduce non-fiction paragraphs e.g.
Dragons are found across the world.
Dialogue –powerful speech verb
e.g. *"Hello," she whispered.*

Nouns formed from prefixes
e.g. *auto…*
super…anti…

Word Families based on common words
e.g. *teacher –teach, beauty – beautiful*

Use of determiners a or an according to whether next word begins with a vowel
e.g. *a rock, an open box*

Imperative verbs
Tense (past, present, future)
Conjunction
Generalisers/Quantifiers

Alliteration
Simile – 'as'/ 'like'

Introduce:
- Word family / class
- Conjunction *(coordinating and subordinating)*
- Adverb
- Preposition
- Direct speech
- Inverted commas
- Consonant/Vowel
- Clause
- Subordinate clause
- Relative clause
- Determiner
- Synonyms
- Relative pronoun
- Imperative
- Colon for instructions

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list	**Consolidate Year 3 list**	**Consolidate Year 3 list**	**Consolidate Year 3 list**	<u>Consolidate:</u>
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	**Punctuation**
Secure use of planning tools: e.g. story map /story mountain /story grids	**Standard English for verb inflections instead of local spoken forms.**	**Prepositions** *at underneath since towards beneath beyond etc.*	**Commas** to mark clauses and to mark off **fronted adverbials**	• Finger spaces • Letter • Word • Sentence • Full stops
Plan opening using: Description /action	**Long and short sentences:** **Long sentences** to enhance description or information		**Full punctuation for direct speech:** Each new speaker on a new line	• Capital letter • Statement • Question
Paragraphs: to organise each part of story to indicate a change in place or jump in time	**Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.*	**Conditionals** - *could, should, would*	Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!*	• Exclamation • Command • Question mark • Exclamation mark
Build in suspense writing to introduce the dilemma	**Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.*	**Comparative** and **superlative** adjectives e.g.		• Speech bubble • 'Speech marks' • Direct speech
Developed 5 parts to story **Introduction** **Build-up**	*Like a wailing cat, the ambulance screamed down the road.*	*small…smaller…smallest good…better…best*	**Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name,*	• Inverted commas • Bullet points • Apostrophe (contractions only)
Problem / Dilemma **Resolution Ending**	**Secure use of simple / embellished simple sentences**	**Proper nouns**- refers to a	*the boys' boots*)	• Commas for sentence of 3 – description, action
Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*	particular person or thing e.g. *Monday, Jessica, October, England*		• Colon - instructions Singular/ plural Suffix/ Prefix Word class Consonant/Vowel
	Develop complex sentences: **(Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions.			

Non-Fiction				
Introduce:	-**'ed' clauses as starters** e.g.	**The grammatical difference between plural** and **possessive** – *s*		Adjective / noun
Secure use of planning tools:	*Frightened, Tom ran straight home to avoid being caught.*			Verb / Adverb
Text map/ washing line	*Exhausted, the Roman soldier collapsed at his post.*			Imperative
				Tense (past, present, future)
Paragraphs to organise ideas around a theme		**Standard English forms for verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)		Conjunction
Logical organisation	**Expanded -'ing' clauses as starters** e.g.			Conjunction
Group related paragraphs	*Grinning menacingly, he slipped the treasure into his rucksack.*			Preposition
Develop use of a topic sentence	*Hopping speedily towards the pool, the frog dived underneath the leaves.*			Determiner
Link information within paragraphs with a range of conjunctions.				Quantifier/Generaliser
Use of bullet points, diagrams	**Drop in –'ing' clause** e.g.			Clause
Introduction	*Jane, laughing at the teacher, fell off her chair.*	**Onomatopoeia**		Subordinate clause
Middle section(s)	*The tornedo, sweeping across the city, destroyed the houses.*			Relative clause
Ending				Relative pronoun
				Coordinating conjunction
Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	**Sentence of 3 for action** e.g.			Subordinating conjunction
	Sam rushed down the road, jumped on the bus and sank into his seat.			
	The Romans enjoyed food, loved marching but hated the weather.			Alliteration
				Simile – 'as'/ 'like'
				Synonyms
	Repetition to persuade e.g.			
Appropriate choice of pronoun or noun across sentences to aid cohesion	*Find us to find the fun*			Introduce:
	Dialogue - verb + adverb - *"Hello," she whispered, shyly.*			• Pronoun
				• Possessive pronoun
				• Adverbial
	*Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*			• Fronted adverbial
				• Apostrophe – possession
				• Onomatopoeia
	Adverbial clauses to answer 'how', 'when' and 'where'			• Metaphor
				• Personification
				• Figurative language *(metaphor, simile, personification)*

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list	**Consolidate Year 4 list**	**Consolidate Year 4 list**	**Consolidate Year 4 list**	Consolidate:
Introduce:	**Introduce:**	**Introduce:**	**Introduce:**	Punctuation
Secure independent use of planning tools	**Relative clauses beginning with:** *who, which, that, where, when, whose* or an omitted relative pronoun	**Metaphor**	**Rhetorical question**	• Letter/ Word
Story mountain /grids/ flow diagrams		**Personification**	**Dashes**	• Sentence
				• Statement
Plan opening using:	**Secure use of simple / embellished simple sentences**	**Onomatopoeia**	**Brackets**	• Question
Description /action/dialogue	**Secure use of compound sentences**	**Empty words** e.g. *someone, somewhere was out to get him*	**Parenthesis** *(using commas, brackets, dashes)*	• Exclamation
Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph				• Command
Use change of place, time and action to link ideas across paragraphs.	**Develop complex sentences: (Subordination)**		**Colons**	• Full stops/ Capitals
	Main and subordinate clauses with full range of conjunctions:	Developed use of **technical language**	**Use of commas to clarify meaning or avoid ambiguity**	• Question mark
Use 5 part story structure				• Exclamation mark
Writing could start at any of the 5 points.	**Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.*			• 'Speech marks'
This may include flashbacks		Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify)		• Direct speech
Introduction –should include action / description -character or setting / dialogue	*Terrified by the dragon, George fell to his knees.*			• Inverted commas
Build-up –develop suspense techniques		**Verb prefixes** (e.g. dis–, de–, mis–, over– and re–)		• Bullet points
Problem / Dilemma –may be more than one problem to be resolved	**Elaboration of starters using adverbial phrases** e.g.			• Apostrophe contractions/ possession
Resolution –clear links with dilemma	*Beyond the dark gloom of the cave, Zach saw the wizard move.*			• Commas for sentence of 3 – description, action
Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.	*Throughout the night, the wind howled like an injured creature.*			• Colon – instructions
				• Parenthesis (bracket/dash)
				Singular/ plural
				Suffix/ Prefix
				Word family
				Consonant/Vowel
				Adjective / noun / noun phrase
				Verb / Adverb

Non-Fiction				Imperative verb
Introduce:	**Drop in –'ed' clause** e.g.			Tense (past, present, future)
Independent planning across all genres and application	*Poor Tim, exhausted by so much effort, ran home.*			Conjunction / Conjunction
	The lesser known Bristol dragon, recognised by purple spots, is rarely seen.			Preposition
Secure use of range of layouts suitable to text.				Determiner
				Quantifier/Generaliser
	Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect			Pronoun – relative/ possessive
Structure:				Clause
Introduction / Middle / Ending				Subordinate/ relative clause
				Adverbial
Secure use of paragraphs:				Fronted adverbial
Use a variety of ways to open texts and draw reader in and make the purpose clear	**Moving sentence chunks (how, when, where) around for different effects** e.g.			Alliteration
	The siren echoed loudly ….through the lonely streets ….at midnight			Simile – 'as'/ 'like'
Link ideas within and across paragraphs using a full range of conjunctions and signposts Use rhetorical questions to draw reader in				Synonyms/Antonyms
				Introduce:
	Use of rhetorical questions			
Express own opinions clearly				• Relative clause/ pronoun
	Stage directions in speech (speech + verb + action) e.g.			• Modal verb
Consistently maintain viewpoint	*"Stop!" he shouted, picking up the stick and running after the thief.*			• Parenthesis
				• Bracket- dash
Summary clear at the end to appeal directly to the reader				• Determiner
	Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must)* or adverbs *(perhaps, surely)*			• Cohesion
				• Ambiguity
				• Rhetorical question
				• **Tense: present and past progressive**

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan **Paragraphs -**Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions	**Consolidate Year 5 list** **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: **Active and passive verbs to create effect** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive**: *The water was heated.* **Developed use of rhetorical questions for persuasion**	**Consolidate Year 5 list** Build in literary feature to create effects e.g. alliteration, similes, onomatopoeia, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing*) How words are <u>related</u> as **synonyms** and **antonyms**, *e.g. big/large/little/small*	**Consolidate Year 5 list** Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)	<u>Consolidate:</u> **Punctuation** - Letter/ Word - Sentence - Statement - Question - Exclamation - Command - Full stops/ Capitals - Question mark - Exclamation mark 'Speech marks' - Direct speech - Indirect speech - Inverted commas - Bullet points - Apostrophe contractions/ possession - Commas for sentence of 3 – description, action - Colon – instructions - Parenthesis - Bracket - Dash Singular/ plural Suffix/ Prefix Word class Consonant/Vowel Adjective / noun Verb / Adverb

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 layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)			Imperative verb Tense (past, present, future) Modal verb Conjunction / Conjunction Preposition Determiner Article Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive Present perfect/Past perfect Cohesion Ambiguity Alliteration Simile – 'as'/ 'like' Synonyms/Antonyms Metaphor Personification Onomatopoeia Figurative language Introduce: • Active and passive voice • Subject and object • Hyphen • Colon/ semi-colon • Bullet points • Modifier • Ellipsis • Subjunctive mood