



## Grammar Progression

### Reception

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b> Simple sentences</p> <p><b>Simple Conjunctions:</b> <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using coordinating conjunctions</b> <i>and / but</i> <b>-‘ly’ openers</b> <i>Luckily / Unfortunately,</i></p> <p><b>‘Run’ - Repetition for rhythm:</b> e.g. <i>He walked and he walked</i></p> <p><b>Repetition in description</b> e.g. <i>a lean cat, a mean cat</i></p>	<p><b>Introduce:</b> <b>Determiners</b> <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><b>Prepositions:</b> <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p><b>Adjectives</b> e.g. <i>old, little, big, small, quiet</i> <b>Adverbs</b> e.g. <i>luckily, unfortunately, fortunately</i> <b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Year 1

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b>  <b>Types of sentences:</b>            Statements            Questions            Exclamations</p> <p><b>Simple Conjunctions:</b>  <i>and</i>  <i>or</i>  <i>but</i>  <i>so</i>  <i>because</i>  <i>so that</i>  <i>then</i>  <i>that</i>  <i>while</i>  <i>when</i>  <i>where</i></p> <p><b>Also as openers:</b>  <i>While...</i>  <i>When...</i>  <i>Where...</i>  <b>-‘ly’ openers</b>  <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p><b>Simple sentences e.g.</b>  <i>I went to the park.</i>  <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives e.g.</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b>  <b>Prepositions:</b>  <i>inside</i>  <i>outside</i>  <i>towards</i>  <i>across</i>  <i>under</i></p> <p><b>Determiners:</b>  <i>the a my your an this that his her their</i>  <i>some all lots of many more those these</i></p> <p><b>Adjectives</b> to describe            e.g. <i>The <b>old</b> house...</i>  <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b>            e.g. <i>dangerous dragon</i>  <i>slimy snake</i></p> <p><b>Similes using as....as...</b>            e.g. <i>as tall as a house</i>  <i>as red as a radish</i></p> <p><b>Precise, clear language to give information e.g.</b>  <i>First, switch on the red button.</i>  <i>Next, wait for the green light to flash...</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b>            Capital Letters:  <b><i>Capital letter for names</i></b></p> <p><b><i>Capital letter for the personal pronoun I</i></b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate prior learning:</b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p>

*The giant had an enormous beard.  
Red squirrels enjoy eating delicious nuts.*

**Compound sentences** using 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*

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)

**Year 2**

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Types of sentences:</b>            Statements            Questions            Exclamations            Commands</p> <p><b>-‘ly’ starters</b>            e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i>  <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination):</b>  <i>and/ or / but / so</i>            (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b>  <b>Drop in a relative clause:</b>  <b>who/which</b> e.g.            Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p>	<p><b>Introduce:</b></p> <p><b>Prepositions:</b>  <i>behind above along before between after</i></p> <p><b>Alliteration</b>            e.g. <i>wicked witch</i>  <i>slimy slugs</i></p> <p><b>Similes using...like...</b>            e.g.  <i>... like sizzling sausages</i>  <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b>            e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b>            e.g.  <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g.            Lift the pot carefully onto the tray.            The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>            Most dogs....            Some cats....</p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b></p> <p><b>Demarcate sentences:</b>            Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener            e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b>            e.g. <i>don’t, can’t</i></p> <p><b>Apostrophes to mark singular possession</b> e.g. <i>the cat’s name</i></p>	<p><b>Consolidate prior learning:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective            Verb            Connective            Alliteration            Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas</b> for description</p>

<p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>  e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b>  Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b>  using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>		<p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement</b>  <b>question</b>  <b>exclamation</b>  <b>Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p><b>Generalisers</b> – sometimes, most, many, always.</p>
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**Year 3**

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b>  <b>Introduce:</b></p> <p><b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or information.  <b>Short sentences</b> for emphasis and making key points e.g.  <i>Sam was really unhappy.</i>  <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b>  <b>Adverb starters to add detail</b> e.g.  <i>Carefully, she crawled along the floor of the cave....</i>            Amazingly, small insects can....  <b>Adverbial phrases</b> used as a ‘where’, ‘when’ or ‘how’ starter (<b>fronted adverbials</b>)  <i>A few days ago, we discovered a hidden box.</i>  <i>At the back of the eye, is the retina.</i>  <i>In a strange way, he looked at me.</i>  <b>Prepositional phrases to place the action:</b>  <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b>            using co-ordination:  <i>and/ or / but / so / for /nor / yet</i>            (coordinating conjunctions)</p> <p><b>Develop complex sentences</b></p>	<p><b>Consolidate Year 2 list</b>  <b>Introduce:</b></p> <p><b>Prepositions</b>  <i>Next to by the side of</i>  <i>In front of during through throughout because of</i></p> <p><b>Powerful verbs</b>            e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b>            e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b>            e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i>  <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b>            e.g. <i>auto... super...anti...</i></p> <p><b>Word Families based on common words</b>            e.g. <i>teacher –teach,</i>  <i>beauty – beautiful</i></p>	<p><b>Consolidate Year 2 list</b>  <b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>Consolidate prior learning:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• ‘Speech marks’</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 – description</li> <li>• Colon for instructions</li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p> <p><b>Bossy verbs</b>  <b>Tense (past, present, future)</b>  <b>Connective</b></p>

<p><b>(Subordination)</b> with range of subordinating conjunctions</p> <p>-‘ing’ clauses as starters e.g.  <i>Sighing, the boy finished his homework.</i>  <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/that</b> e.g.  <i>The girl, <b>whom</b> I remember, had long black hair.</i>  <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g.  <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>  <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g.  <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.  <i>Dragons are found across the world.</i>  <u><b>Dialogue –powerful speech verb</b></u>  e.g. <i>“Hello,” she whispered.</i></p>	<p><b>Use of determiners a or an according to whether next word begins with a vowel</b>  e.g. <i>a rock, an open box</i></p>		<p><b>Generalisers</b></p> <p><b>Alliteration</b>  Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Conjunction</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Prefix</b></li> <li>• <b>Consonant/Vowel</b></li> <li>• <b>Clause</b></li> <li>• <b>Phrases</b></li> <li>• <b>Subordinate clause</b></li> <li>• <u>Determiner</u></li> <li>• <u>Synonyms</u></li> <li>• <u>Relative clause</u></li> <li>• <u>Relative pronoun</u></li> <li>• <u>Imperative</u></li> </ul>
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**Year 4**

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b>  <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly            e.g. <i>It was midnight.</i>  <i>It's great fun.</i></p> <p><b>Start with a simile</b>            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></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences: (Subordination)</b></p>	<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Prepositions</b>  <i>at underneath since towards beneath beyond</i></p> <p><b>Comparative and superlative</b> adjectives            e.g. <i>small...smaller...smallest</i>  <i>good...better...best</i></p> <p><b>Proper nouns</b>-refers to a particular person or thing            e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p><b>Consolidate Year 3 list</b>  <b>Introduce:</b>  <b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b>            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><b>Apostrophes</b> to mark singular and <b>plural possession</b>            (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p><b>Consolidate prior learning:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Finger spaces</b></li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• <b>Colon - instructions</b></li> </ul> <p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p>



<p><b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>-‘ed’ clauses as starters</b> e.g.  <i>Frightened, Tom ran straight home to avoid being caught.</i>  <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> 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></p> <p><b>Drop in –‘ing’ clause</b> e.g.  <i>Jane, laughing at the teacher, fell off her chair.</i>  <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b> 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></p> <p><b>Repetition to persuade</b> e.g.  <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p>			<p><b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  Bossy verbs - imperative  <b>Tense (past, present, future)</b>  Connective  <b>Conjunction</b>  <b>Preposition</b>  <b>Determiner/</b> generaliser  <b>Clause</b>  <b>Subordinate clause</b>  Relative clause  Relative pronoun</p> <p>Alliteration  Simile – ‘as’/ ‘like’  Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>
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<i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</i>			
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**Year 5**

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b>  <b>Introduce:</b>  <b>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses with full range of conjunctions:</b></p> <p><b>Expanded –ed clauses as starters</b> 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></p> <p><b>Elaboration of starters using adverbial phrases</b> 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></p> <p><b>Drop in –‘ed’ clause</b> e.g.  <i>Poor Tim, exhausted by so much effort, ran home.</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b>  e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns or adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>–ate; –ise; –ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate prior learning:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b></p>

<p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b>Verb / Adverb</b> Bossy verbs - <b>imperative</b> <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> <b>Determiner/</b> generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• <b>Metaphor</b></li> <li>• <b>Personification</b></li> <li>• <b>Onomatopoeia</b></li> <li>• <b>Rhetorical question</b></li> </ul>
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**Year 6**

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b>                      e.g.  <b>Active:</b> <i>Tom accidentally dropped the glass.</i>  <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i>  <b>Active:</b> <i>The class heated the water.</i>  <b>Passive:</b> <i>The water was heated.</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> 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><b>Consolidate Year 5 list</b></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><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.                      Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> 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><u><b>Consolidate prior learning:</b></u></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops/ Capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action, views/opinions, facts</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> </ul> <p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p>

<p>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. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you</i></p>			<p> <b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  <b>Bossy verbs - imperative</b>  <b>Tense (past, present, future)</b>  <b>modal verb</b>  <b>Conjunction</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive</b>  <b>Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  <b>Rhetorical question</b> </p> <p> <b>Cohesion</b>  <b>Ambiguity</b>  <b>Alliteration</b>  <b>Simile – ‘as’/ ‘like’</b>  <b>Synonyms</b>  <b>Metaphor</b>  <b>Personification</b>  <b>Onomatopoeia</b> </p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym, antonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> </ul>
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			<ul style="list-style-type: none"><li>• Ellipsis (Ellipsis is the omission of a word or phrase which is expected and predictable, e.g Frankie waved to Ivana and <del>she</del> watched her drive away)</li></ul>
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