

Progression and Knowledge Teaching Sequence for Writing Translation Skills

To write a sentence you need to be able to say a sentence.

If you can write one sentence accurately, then you can write further sentences accurately.

Teach different sentence structures intentionally.

E.G. L.O. To use a complex sentence to introduce a sense of mystery into the story. Provide an example: *Whenever I walked past the old house, a shiver went down my spine.*

Text Structure - Narrative						
YR	Y1	Y2	Y3	Y4	Y5	Y6
Listen to rhymes, poems & stories to internalise narrative patterns. Narrative Introduce: Planning Tool – story map/story mountain.	Planning tool – story mountain, story map, story hand.	Planning tool – as before, 'boxing up' grid	Planning tool – as before, story grids, 'boxing up grids'	Planning tool – as before	Planning tool – as before, flow diagram	Planning tool – as before, flow diagram
Understand beginning, middle, end	Plan opening: <i>character(s), setting, time of day, type of weather.</i>	Plan opening: <i>character(s), setting, time of day, type of weather.</i>	Plan opening: <i>character(s), setting, time of day, type of weather.</i>	Plan opening: <i>action, description</i>	Plan opening: <i>description, action, dialogue</i>	
Retell simple 5-part story <i>Once upon a time First / Then / Next But So Finally,.....happily ever after</i>	Understand 5-part story Opening, <i>Once upon a time, One day, Once</i> Build Up, <i>Suddenly</i> Problem, <i>Unfortunately,</i> Resolution, <i>Fortunately,</i> Ending <i>Finally, Suddenly,</i>	Understand 5-part story with more complex language Opening <i>–In a land far away, One cold but bright morning</i> Build Up <i>–later that day</i> Problem/ Dilemma <i>–To her amazement</i> Resolution <i>–As soon as</i> Ending – section to suggest how the main character is finally feeling (not just sentence)	Extended vocabulary in 5-part story Opening – <i>detailed description of setting and characters</i> Build Up – <i>some suspense towards the problem</i> Problem – <i>details of action / dialogue</i> Resolution – <i>should link to problem</i> Ending <i>–clear and link back to start, show how character feels, how character or situation has changed</i>	Developed 5-part story. Build-up <i>–build in suspense to introduce problem / dilemma</i> Clear distinction between resolution and ending. Ending <i>–include a reflection on events or the characters.</i>	Developed 5-part story. <i>Story could begin at any of the 5 points (may include flashbacks)</i> Opening – <i>action, description (character or setting, dialogue</i> Build-up – <i>develop suspense</i> Problem / Dilemma – <i>may be more than one to solve</i> Resolution – <i>clear links with problem</i> Ending – <i>character reflect on events, any changes or issues, look forward, ask a question</i>	Secure use of 5 part story. <i>Story begin at any of the 5 points (may include Suspense, cliff hangers, flashbacks / forwards, time slips. Maintain plot consistently working from plan.</i> <i>Secure development of characterisation.</i>
			Paragraphs	Paragraphs <i>–to organise each part of story, to indicate a change</i>	Paragraphs – <i>vary connectives to build cohesion.</i>	Paragraphs – <i>secure use of linking ideas within and</i>

				<i>in place or a jump in time.</i>	<i>Use change or place, time & action to link.</i>	across paragraphs.
--	--	--	--	--	--	-----------------------

Text Structure – Non-Fiction						
YR	Y1	Y2	Y3	Y4	Y5	Y6
Factual sentences on a theme <i>Names, labels, captions, lists, diagrams, messages</i>	Planning tool – text map, washing line	Planning tool – secure use of text map & washing line & 'boxing up' grid	Planning tool – secure use of	Planning tool – secure use of	Planning tool – independent planning across all genres and applications	Planning tool – independent planning across all genres and applications
	Heading Introduction <i>Opening factual statement</i> Middle <i>Simple factual sentences around a theme, bullet points for instructions, labelled diagrams</i> Ending <i>Concluding sentence</i>	Introduction - <i>hook, factual statement or definition, opening question</i> Middle <i>Group related ideas into paragraphs, sections, sub-headings, use of lists, bullet points for facts, diagrams</i> Ending – <i>final comment to reader as 'extra tips' 'Did you know?'</i> Consistent use of tense.	Introduction – <i>hook to introduce and tempt reader</i> Middle <i>Group related ideas or facts into paragraphs, Subheadings, Topic sentences, lists of steps, bullets points for facts, flow diagram</i> Ending – <i>personal response, extra information or reminders</i>	Introduction Middle Ending – <i>personal opinion, response, extra warning, encouragement to reader</i>	Introduction Middle Ending <i>Secure use of range of layouts. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to reader.</i>	Introduction Middle Ending <i>Layout appropriate to purpose. Range of techniques to involve reader – comments, questions, observations, rhetorical questions. Express balanced coverage of a topic. Different techniques to conclude texts. Appropriate formal and informal style. Choose or create publishing format to enhance text type and engage reader.</i>
			Paragraphs organised around a theme, introduced by topic sentence		Paragraphs – <i>variety of ways to open text and draw reader in & make purpose clear. Link ideas within and across using full range of connectives & signposts. Use of rhetorical questions to draw reader in.</i>	Paragraphs – <i>wider range of cohesive devices: semantic cohesion – repetition of a word or phrase; grammatical connections – adverbials e.g. on the other hand, in contrast etc;</i>

Sentence Construction						
YR	Y1	Y2	Y3	Y4	Y5	Y6
Subject does action.	Add a prepositional clause to explain where the action is happening.	Extend sentence using subordination (e.g. when, if, that or because)	Use an adverb to describe how the action was performed. Use a powerful verb. Little Max stormed upstairs to his bedroom because his Mum told him off.	Use a fronted adverbial (with comma) to describe where, when or how the action was performed.	Rule of three for action (comma)	Add in an independent clause (semi-colon). Use of active and passive verbs to create effect and to affect presentation of information.
Max ran. <i>Noun (subject), verb</i>	Little Max ran <u>upstairs to his bedroom.</u> <i>Noun (subject), verb, adjective, adverb, preposition</i>	Little Max ran upstairs to his bedroom <u>because his Mum told him off.</u> <i>Noun (subject), verb, adjective, adverb, preposition, subordination</i>	<u>Angrily</u> , little Max ran upstairs to his bedroom because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how)</i>	<u>As soon as he got the chance</u> , little Max ran upstairs to his bedroom because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how & when)</i>	As soon as he got the chance, little Max stormed angrily upstairs, slammed the door and flew onto his bed, because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how, where & when), sentences of 3.</i>	As soon as he got the chance, little Max stormed angrily upstairs, slammed the door and flew onto his bed; mum had told him off for causing mischief around the house. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how, where & when), sentences of 3, active & passive voice</i>
Sentence Openers						
Adverb Opener			Adverb starters to add detail, Adverbial phrases for where, when or how <i>Carefully, A few days ago, At the back of the eye,</i> Topic sentences to introduce non-fiction <i>Dragons are found across the world.</i>	Simile starters - ing starters <i>As curved as a ball, Like a wailing cat Grinning menacingly, Hopping speedily towards the pool,</i>	- ed clauses as starters <i>Encouraged by the bright weather, Terrified by the dragon,</i> Elaboration of adverbial phrases <i>Beyond the dark gloom of the cave, Throughout the night, the wind howled like an injured creature.</i>	
<i>Luckily, Fortunately, Unfortunately, Once upon a time,</i>	<i>Fortunately, Unfortunately, Sadly, Finally, One day, First, After/After that, Because By the next morning, At that moment, Suddenly, To her/is amazement, If, Now, Soon, As soon as,</i>	<i>Usually, Eventually, Carefully, Slowly</i>				

	<i>In the end, ... happily ever after. While, When, Where</i>				
Connectives for compound sentences					
<i>and, who, until, but</i>	<i>and, or, but, so, because, so that, then, that, while, when, where</i>				
Conjunctions for complex sentences					
	<i>who</i>	<i>who, which, what, while, when, where, because, then, so that, if, to, until As openers – Although, However,</i>	<i>whom, which, whose, that</i>		<i>Who, which that, where, when, whose or an omitted relative pronoun</i>
Description					
Adjectives	Repetition for rhythm and description	List of 3 for description	Vary long and short sentences (long – description or information, short – emphasis and making key points List of 3 for persuasion Topic sentences to introduce non- fiction paragraphs <i>Dragons are found across the world.</i>	Long to enhance description or information. Short to move events on quickly. Sentence of 3 for action. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i> Repetition to persuade. <i>Find us to find the fun.</i>	Sentence reshaping techniques e.g. lengthening or shortening sentences for meaning and/or effect.

Word Structure (language)

Determiners

<i>the, a, my, your, an this, that, his, her, their, some, all</i>	<i>the, a, your, an, this, that, his, her, their, some, all, lots of, many, more, these, those</i>	Generalisers for information – <i>Most dogs ...</i> <i>Some cats ...</i>	<i>a and an</i> depending on vowel at beginning of next word			
--	--	--	--	--	--	--

Description

Adjectives

To embellish simple sentences		Use of two adjectives <i>Scary, old woman ...</i> <i>Squirrels have long, bushy tails</i>	Boastful language <i>magnificent</i> <i>unbelievable</i> <i>exciting</i>	Drop in '-ed' clause <i>Poor Tim, exhausted by so much effort, ran home.</i>
<i>old, little, big, small, quiet</i>	<i>Old house, huge elephant</i>			

Adverbs

	To embellish simple sentences.	Description: <i>Snow fell gently and covered the cottage in the wood.</i> Information: <i>Lift the pot carefully onto the tray.</i>				
--	--------------------------------	--	--	--	--	--

Alliteration

	<i>Dangerous dragon, slimy snake</i>	<i>Wicked witch, Sizzling sausages</i>				
--	--------------------------------------	--	--	--	--	--

Prepositions

<i>Up, down, in, into, out, to, onto</i>	<i>Next, inside, outside, towards, across, under, upstairs</i>	<i>By the side of, in front of, during, through, throughout, behind, above, along, before, between, after</i>	<i>Next to, by the side of, in front of, during, through, throughout,</i>	<i>at, underneath, since, towards, beneath, beyond</i>		
--	--	---	---	--	--	--

Similes

Metaphor

like	as				<i>(My teacher is like an... eagle.)</i> <i>My teacher is an eagle swooping around the room, hovering over his students, diving down on innocent prey and demolishing them with the terrible grip of his talons.</i>
------	----	--	--	--	--

Onomatopoeia

Empty words

			Someone, something	Someone, somewhere was out to get him.
--	--	--	--------------------	--

Other

			Specific/ Technical vocabulary <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain poured on the corrugated tin roof.</i> Perfect form <i>I have written my story so we can read it now.</i>	Pronoun or Noun Appropriate choice of noun or pronoun within a sentence to avoid ambiguity and aid cohesion Avoid using a double negative.	Modal verbs to indicate the degree of possibility <i>can, will, may, shall, must, need, could, might, would, should</i> Rhetorical Questions Ambiguity	
						Active and passive Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: The class heated the water. Passive: The water was heated.

Punctuation						
Speech/Dialogue						
	Speech bubble		Correct punctuation of speech Powerful speech verb, <i>"Hello," she whispered.</i> Secure use of inverted commas for direct speech.	Verb + adverb. <i>"Hello," she whispered, shyly.</i>	Stage direction in speech (speech, verb, action) <i>"Stop!" he shouted, picking up the stick and running after the thief.</i>	Difference between vocabulary for informal speech e.g. said and formal speech and writing e.g. reported, alleged, claimed
Capital letters Full stops	Question marks Exclamation marks Bullet points	Commas to separate items in a list Comma after 'ly' opener Apostrophes to mark contractions <i>can't, don't</i> Apostrophes to mark singular possession	Colon before a list <i>What you need:</i> Ellipses to keep the reader hanging on Comma after fronted adverbial.	Comma to mark clauses Apostrophes to mark singular and plural possession. Explore parenthesis (brackets or dashes).	Dashes Brackets, dashes, commas for parenthesis. Colons Use of comma to clarify meaning or avoid ambiguity.	Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. How hyphens can be used to avoid ambiguity <i>man eating shark, man-eating shark, recover, re-cover.</i>

Simple Sentences

Explanation	Contains a subject (a 'who' or doer) and a verb (what they do, the action). It sometimes has an object (that which receives the action).			
Reason:	<i>To state an idea clearly</i> To add a sense of urgency or immediacy.			
Example:	<i>The kiwi is nocturnal.</i> Tiredness overtook me. I could not go on.			
Teaching:	Start with an inspiration –a story or a toy or object. Share sentence examples inspired by the story			
Explain meaning using coloured cards:				
	Inspiration	Who	Do	
	Sea animal toy miniatures EYFS	The shark	swims.	
		The sting ray	glides.	
	<i>Clive Eats Alligators</i> by Alison Lester KS1	Frank	eats muesli.	
		Nicki	has a banana.	
	Stormy Weather KS2	The wind	blew.	
The sun		shone.		

Compound Sentences

Explanation:	To make a compound sentence you join two simple sentences together using a conjunction (<i>and, or, nor, for, yet, but, so</i>). The simple sentences become two clauses in one compound sentence. E.g. We were swimming and a shark came into the bay. The dog chased the cat but she was too fast for him.			
Progression:	YR – and, who, until, but Y1 – and, or, but, so, because, so that, then, that, while, when, where Y2 –long sentences to add description or information. Short sentences for emphasis. Y3 - long sentences to add description or information. Short sentences for emphasis and making key points. Y4 –long sentences to enhance description or information. Short sentences to move events on quickly. Y5 – secure use of simple/embellished simple sentences. Secure use of compound sentences.			
Reason:	<i>To join two ideas that are related.</i> To vary the rhythm of text.			
Example:	<i>Night was falling so I quickly built a shelter.</i> Tiredness overtook me. I could not go on. My mind screamed but my body felt lifeless.			
Teaching:	Explain that we can join two sentences together using special words called conjunctions (joining words). The simple sentences will now become two clauses in one compound sentence. Dark blue now represents the joining words (conjunctions). Lay out two simple sentences complete with a full stop. Say the sentences out loud. Take away the full stop, replace it with a conjunction card and discuss. Say the new compound sentence, pointing to the cards.			
Example:	Who (Noun)	Do (Verb)	Conjunction	Who (Noun)
	The shark	swims		The stingray
	The shark	swims	and	the stingray
	Frank	eats muesli.		Nicky
	Frank	Easts muesli	but	Nicky

Expand simple sentences by adding a phrase.

Explanation	Learn to add detail to the sentences by using a phrase. This may be a single word or a group of words. The phrase can be used to say when (time) , where (location) or how . Yellow will indicate a phrase.			
-------------	--	--	--	--

Reason:	To provide context. To give additional meaning.																															
Example:	The dog chased the cat <i>around the park</i> but she was too fast for him.																															
Teaching:	Explain that the 'who' and 'do' must always stay in the sentence. Parts can be added on, but cannot take away the 'who' and 'do'. The 'who' and 'do' together are called a clause. Think aloud about the detail that might be added to the simple sentences drawing on your objects (toys) or book for inspiration. Say the sentence out loud and then build the sentence using coloured card. Point to the card and say the sentence again. Extension: demonstrate how to add more than one phrase (commas)																															
Example:	<table><tr><td>Inspiration</td><td>Who (Noun)</td><td>Do (Verb)</td><td>Phrase(s)</td></tr><tr><td rowspan="2">Sea animal miniatures</td><td>The shark</td><td>swims</td><td>in the deep ocean.</td></tr><tr><td>The stingray</td><td>glides</td><td>silently and peacefully through the sparkling water.</td></tr><tr><td rowspan="2"><i>Clive Eats Alligators</i> by Allison Lester</td><td>Nicky</td><td>has a banana</td><td>on toast and peanut butter.</td></tr><tr><td>Frank</td><td>eats muesli</td><td>before school, at the table, with his dog by his side.</td></tr><tr><td rowspan="2">Stormy weather</td><td>The wind</td><td>blew</td><td>all night long, outside my window, like a monster.</td></tr><tr><td>The sun</td><td>shone</td><td>like a diamond.</td></tr></table>				Inspiration	Who (Noun)	Do (Verb)	Phrase(s)	Sea animal miniatures	The shark	swims	in the deep ocean.	The stingray	glides	silently and peacefully through the sparkling water.	<i>Clive Eats Alligators</i> by Allison Lester	Nicky	has a banana	on toast and peanut butter.	Frank	eats muesli	before school, at the table, with his dog by his side.	Stormy weather	The wind	blew	all night long, outside my window, like a monster.	The sun	shone	like a diamond.			
Inspiration	Who (Noun)	Do (Verb)	Phrase(s)																													
Sea animal miniatures	The shark	swims	in the deep ocean.																													
	The stingray	glides	silently and peacefully through the sparkling water.																													
<i>Clive Eats Alligators</i> by Allison Lester	Nicky	has a banana	on toast and peanut butter.																													
	Frank	eats muesli	before school, at the table, with his dog by his side.																													
Stormy weather	The wind	blew	all night long, outside my window, like a monster.																													
	The sun	shone	like a diamond.																													
Progression:	<table><tr><td></td><td>Noun phrase</td><td colspan="2">Prepositions</td></tr><tr><td>YR</td><td>Adjectives e.g. old, little, big, small, quiet Similes - as</td><td colspan="2">Up, down, in, into, out, to, onto</td></tr><tr><td>Y1</td><td>Adjectives –beyond the obvious Alliteration Similes - as</td><td colspan="2">Inside, outside, towards, across, under, upstairs</td></tr><tr><td>Y2</td><td>Adjectives –two Adverbs for information Similes - like</td><td colspan="2">Behind, above, along, before, between, after</td></tr><tr><td>Y3</td><td>Adverbial phrases –as fronted adverbials (where, when, how) Adverb to describe how action was performed</td><td colspan="2">Next to, by the side of, in front of, during, through, throughout, because of</td></tr><tr><td>Y4</td><td>Simile as fronted adverbial '-ing' clause as starter & drop in</td><td colspan="2">At, underneath, since, towards, beneath, beyond</td></tr><tr><td>Y5 & 6</td><td>'-ed' clause as starter & drop in</td><td colspan="2"></td></tr></table>					Noun phrase	Prepositions		YR	Adjectives e.g. old, little, big, small, quiet Similes - as	Up, down, in, into, out, to, onto		Y1	Adjectives –beyond the obvious Alliteration Similes - as	Inside, outside, towards, across, under, upstairs		Y2	Adjectives –two Adverbs for information Similes - like	Behind, above, along, before, between, after		Y3	Adverbial phrases –as fronted adverbials (where, when, how) Adverb to describe how action was performed	Next to, by the side of, in front of, during, through, throughout, because of		Y4	Simile as fronted adverbial '-ing' clause as starter & drop in	At, underneath, since, towards, beneath, beyond		Y5 & 6	'-ed' clause as starter & drop in		
	Noun phrase	Prepositions																														
YR	Adjectives e.g. old, little, big, small, quiet Similes - as	Up, down, in, into, out, to, onto																														
Y1	Adjectives –beyond the obvious Alliteration Similes - as	Inside, outside, towards, across, under, upstairs																														
Y2	Adjectives –two Adverbs for information Similes - like	Behind, above, along, before, between, after																														
Y3	Adverbial phrases –as fronted adverbials (where, when, how) Adverb to describe how action was performed	Next to, by the side of, in front of, during, through, throughout, because of																														
Y4	Simile as fronted adverbial '-ing' clause as starter & drop in	At, underneath, since, towards, beneath, beyond																														
Y5 & 6	'-ed' clause as starter & drop in																															
Moving the phrases around.																																
Explanation:	Even though some of the sentences seem sophisticated they are still simple sentences because they consist of just one clause (containing one 'who' and one 'do'). (<i>You will need to have taught the children what a preposition is before doing this teaching</i>).																															
Progression	Y1 – who (relative clause), because, until Y2 –who, which (relative clause), what, while, when, where, because, then, so that, if, to, until Y3 – who, whom, which, whose (relative clause), wider range of subordinating conjunctions Y4 - wider range of subordinating conjunctions Y5 – full range of subordination conjunctions and their uses																															
Example:	<table><tr><td>Phrase</td><td>Who (Noun)</td><td>Do (Verb)</td><td>Phrase</td></tr><tr><td>Sleek and dark,</td><td>the shark</td><td>swims</td><td>in the deep ocean.</td></tr></table>				Phrase	Who (Noun)	Do (Verb)	Phrase	Sleek and dark,	the shark	swims	in the deep ocean.																				
Phrase	Who (Noun)	Do (Verb)	Phrase																													
Sleek and dark,	the shark	swims	in the deep ocean.																													

	Through the sparkling water,	the sting ray	glides	silently and peacefully.
	Every morning,	Frank	eats muesli	at the kitchen table, with his dog by his side.
	Under her favourite tree,	Nicky	has a banana	on toast and peanut butter.
	Like a monster,	the wind	blew	all night long, outside my window.
	In the morning,	the sun	shone	like a diamond.

Complex sentences

Explanation:	A complex sentence contains at least two clauses, one of which is essential to the sense of the sentence and the other is less important.																							
Reason:	To introduce a sense of mystery or anticipation into a story. To describe the timing of events. To compare and contrast. To describe cause and effect.																							
Examples:	Although the house had been empty for some time, we often noticed lights in the attic window at night. My life changed completely after I moved to the new school. Rather than battle with my sister, I would stay in my bedroom and lose myself in a good book. Because of underground geothermal activity, parts of the lake are warm.																							
Teaching:	Using a subordinate conjunction at the beginning of the sentence. Subordinate conjunctions are words that introduce the non-essential clause. <i>after, although, as, because, before, even if, even though, if, in order that, once, provided that, rather than, since, so that, though, unless, when, whenever, wherever, whether, while, why</i> Placing a subordinate conjunction at the beginning of the sentence will make the first clause a subordinate clause (which means it no longer makes sense on its own). Add a comma after the first clause.																							
Example:	<table border="1"> <thead> <tr> <th>Subordinating Conjunction</th><th>Who (Noun/Pronoun)</th><th>Do (Verb)</th><th>Who (Noun/Pronoun)</th><th>Do (Verb)</th></tr> </thead> <tbody> <tr> <td>While</td><td>we</td><td>were swimming,</td><td>a shark</td><td>came into the bay.</td></tr> <tr> <td>Whenever</td><td>the shark</td><td>comes into the lagoon,</td><td>the stingray</td><td>hides.</td></tr> <tr> <td>Although</td><td>Frank</td><td>eats muesli,</td><td>Nicky</td><td>has a banana.</td></tr> </tbody> </table>				Subordinating Conjunction	Who (Noun/Pronoun)	Do (Verb)	Who (Noun/Pronoun)	Do (Verb)	While	we	were swimming,	a shark	came into the bay.	Whenever	the shark	comes into the lagoon,	the stingray	hides.	Although	Frank	eats muesli,	Nicky	has a banana.
Subordinating Conjunction	Who (Noun/Pronoun)	Do (Verb)	Who (Noun/Pronoun)	Do (Verb)																				
While	we	were swimming,	a shark	came into the bay.																				
Whenever	the shark	comes into the lagoon,	the stingray	hides.																				
Although	Frank	eats muesli,	Nicky	has a banana.																				
Teaching:	Using a subordinate conjunction in between the two clauses. The first clause is essential and the second clause is non-essential. No comma																							
Example:	. <table border="1"> <thead> <tr> <th>Who (Noun/Pronoun)</th><th>Do (Verb)</th><th>Subordinating Conjunction</th><th>Who (Noun/Pronoun)</th><th>Do (Verb)</th></tr> </thead> <tbody> <tr> <td>We</td><td>swam to the shore</td><td>before</td><td>the shark</td><td>could come close to us</td></tr> <tr> <td>The stingray</td><td>hides</td><td>when</td><td>the shark</td><td>comes near.</td></tr> <tr> <td>Frank</td><td>eats muesli</td><td>while</td><td>Nicky</td><td>has a banana.</td></tr> </tbody> </table>				Who (Noun/Pronoun)	Do (Verb)	Subordinating Conjunction	Who (Noun/Pronoun)	Do (Verb)	We	swam to the shore	before	the shark	could come close to us	The stingray	hides	when	the shark	comes near.	Frank	eats muesli	while	Nicky	has a banana.
Who (Noun/Pronoun)	Do (Verb)	Subordinating Conjunction	Who (Noun/Pronoun)	Do (Verb)																				
We	swam to the shore	before	the shark	could come close to us																				
The stingray	hides	when	the shark	comes near.																				
Frank	eats muesli	while	Nicky	has a banana.																				

Teaching:	Use a relative pronoun between the two clauses. A relative pronoun is a word that introduces a second clause and acts as the subject or object in this clause as well. <i>that, which, whichever, who, whoever, whom, whose, whomever</i> .			
Example:	When the relative pronoun introduces a non-essential clause, you use a comma between the clauses The dog chased my grey cat, which had been sleeping in the sun.			
Example:	When the relative pronoun introduces a clause that is essential to the meaning of the main clause, no comma. You look like the cat that licked the cream.			
Noun Phrases				
Explanation:	A noun phrase gives further information about a noun or pronoun (the 'who' that is the subject of the sentence). It usually comes just after the noun or pronoun in the sentence, and before the verb.			
Example:	The snake, a patient killer, lay in wait for its prey. Comma needed around the noun phrase (a patient killer) because it is not essential to the meaning of the sentence.			
Example:	Former Prime Minister John Jelly will be speaking to the school. No comma needed around the noun phrase (John Jelly) because it is essential to the meaning.			
Reason:	To add interesting information about someone or something.			
Example:	The beach, a dark and windswept landscape, made an excellent place for winter adventures.			
	Who (Noun)	Noun phrase	Do (Verb)	Verb phrase
	The shark,	sleek and dark,	swam	silently into the lagoon.
	The sun,	like a diamond,	Shone	through my bedroom window.

Spelling		
EYFS & Y1 – phonetically plausible spelling linked to Little Wandle Phonics Learning		
Y2 – building on the alphabetic code. Phase 5 review, bridge to spelling		
End of Y2 into KS2 – the starter unit will be determined by the beginning of year benchmark test.		
Units to revise and progress	Sample words	Heart Words
Unit 1: short vowels; single consonants; early digraphs (<i>ch, sh, th, ng</i>); early open syllable words	van, hid, god, leg, much, shop, then, sing, with, he, go	I, the, to, a, my, was, are
Unit 2: other digraphs, including split digraphs; the trigraph <i>tch</i> ; the floss rule	when, phone, quick, match, bike, cake, will, miss, puff	come, some, here, said, you, your
Unit 3: long vowel sounds for <i>a, e, o</i> ; <i>oo</i> as in <i>tool</i> ; the schwa endings <i>le/al</i> and <i>er/or</i>	rain, took, seen, day, boat, bow, beach, bush, doctor, brittle, sister, metal	one, once, have, give, live, there, where, two, too
Unit 4: early suffixes (<i>ing, ed</i>); words ending in <i>y</i> ; plurals	running, mopped, baby, babies, hoping, age, fly, icy, hands, boxes	talk, walk, would, should, could, who
Unit 5: <i>r</i> -controlled and other vowels; the <i>all</i> chunk; <i>a</i> as <i>u/</i>	curly, boy, town, shirt, mouth, port, soil, tall, away	because, please, only, four, eight, warm, laugh, shall
Unit 6: common prefixes and suffixes	loveliest, useless, playful, lotion, dislike, remain, inject, undo	
Unit 7: the <i>wa/qua</i> group; 'long i' spelt <i>igh</i> ; other vowels and the quadgraphs <i>augh/lough</i>	caught, want, bought, light, flew, quad, clue, automatic, suit, awful	
Unit 8: contractions and homonyms for <i>they're, we're, you're</i> ; the possessive apostrophe	I've, their, there, they're, your, you're, where, we're, were, Mum's, children's	

Text Structure – Non-Fiction						
YR	Y1	Y2	Y3	Y4	Y5	Y6
Factual sentences on a theme <i>Names, labels, captions, lists, diagrams, messages</i>	Planning tool – text map, washing line	Planning tool – secure use of text map & washing line & 'boxing up' grid	Planning tool – secure use of	Planning tool – secure use of	Planning tool – independent planning across all genres and applications	Planning tool – independent planning across all genres and applications
	Heading Introduction <i>Opening factual statement</i> Middle <i>Simple factual sentences around a theme, bullet points for instructions, labelled diagrams</i> Ending <i>Concluding sentence</i>	Introduction - <i>hook, factual statement or definition, opening question</i> Middle <i>Group related ideas into paragraphs, sections, sub-headings, use of lists, bullet points for facts, diagrams</i> Ending – <i>final comment to reader as 'extra tips' 'Did you know?'</i> Consistent use of tense.	Introduction – <i>hook to introduce and tempt reader</i> Middle <i>Group related ideas or facts into paragraphs, Subheadings, Topic sentences, lists of steps, bullets points for facts, flow diagram</i> Ending – <i>personal response, extra information or reminders</i>	Introduction Middle Ending – <i>personal opinion, response, extra warning, encouragement to reader</i>	Introduction Middle Ending <i>Secure use of range of layouts. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to reader.</i>	Introduction Middle Ending <i>Layout appropriate to purpose. Range of techniques to involve reader – comments, questions, observations, rhetorical questions. Express balanced coverage of a topic. Different techniques to conclude texts. Appropriate formal and informal style. Choose or create publishing format to enhance text type and engage reader.</i>
			Paragraphs organised around a theme, introduced by topic sentence		Paragraphs – <i>variety of ways to open text and draw reader in & make purpose clear. Link ideas within and across using full range of connectives & signposts. Use of rhetorical questions to draw reader in.</i>	Paragraphs – <i>wider range of cohesive devices: semantic cohesion – repetition of a word or phrase; grammatical connections – adverbials e.g. on the other hand, in contrast etc;</i>

Sentence Construction						
YR	Y1	Y2	Y3	Y4	Y5	Y6
Subject does action.	Add a prepositional clause to explain where the action is happening.	Extend sentence using subordination (e.g. when, if, that or because)	Use an adverb to describe how the action was performed. Use a powerful verb. Little Max stormed upstairs to his bedroom because his Mum told him off.	Use a fronted adverbial (with comma) to describe where, when or how the action was performed.	Rule of three for action (comma)	Add in an independent clause (semi-colon). Use of active and passive verbs to create effect and to affect presentation of information.
Max ran. <i>Noun (subject), verb</i>	Little Max ran <u>upstairs to his bedroom.</u> <i>Noun (subject), verb, adjective, adverb, preposition</i>	Little Max ran upstairs to his bedroom <u>because his Mum told him off.</u> <i>Noun (subject), verb, adjective, adverb, preposition, subordination</i>	<u>Angrily</u> , little Max ran upstairs to his bedroom because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how)</i>	<u>As soon as he got the chance</u> , little Max ran upstairs to his bedroom because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how & when)</i>	As soon as he got the chance, little Max stormed angrily upstairs, slammed the door and flew onto his bed, because his Mum told him off. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how, where & when), sentences of 3.</i>	As soon as he got the chance, little Max stormed angrily upstairs, slammed the door and flew onto his bed; mum had told him off for causing mischief around the house. <i>Noun (subject), verb, adjective, adverb, preposition, subordination, fronted adverbial (how, where & when), sentences of 3, active & passive voice</i>
Sentence Openers						
Adverb Opener			Adverb starters to add detail, Adverbial phrases for where, when or how <i>Carefully, A few days ago, At the back of the eye,</i> Topic sentences to introduce non-fiction <i>Dragons are found across the world.</i>	Simile starters - ing starters <i>As curved as a ball, Like a wailing cat Grinning menacingly, Hopping speedily towards the pool,</i>	- ed clauses as starters <i>Encouraged by the bright weather, Terrified by the dragon,</i> Elaboration of adverbial phrases <i>Beyond the dark gloom of the cave, Throughout the night, the wind howled like an injured creature.</i>	
<i>Luckily, Fortunately, Unfortunately, Once upon a time,</i>	<i>Fortunately, Unfortunately, Sadly, Finally, One day, First, After/After that, Because By the next morning, At that moment, Suddenly, To her/is amazement, If, Now, Soon, As soon as,</i>	<i>Usually, Eventually, Carefully, Slowly</i>				

	<i>In the end, ... happily ever after. While, When, Where</i>				
Connectives for compound sentences					
<i>and, who, until, but</i>	<i>and, or, but, so, because, so that, then, that, while, when, where</i>				
Conjunctions for complex sentences					
	<i>who</i>	<i>who, which, what, while, when, where, because, then, so that, if, to, until As openers – Although, However,</i>	<i>whom, which, whose, that</i>		<i>Who, which that, where, when, whose or an omitted relative pronoun</i>
Description					
Adjectives	Repetition for rhythm and description	List of 3 for description	Vary long and short sentences (long – description or information, short – emphasis and making key points List of 3 for persuasion Topic sentences to introduce non- fiction paragraphs <i>Dragons are found across the world.</i>	Long to enhance description or information. Short to move events on quickly. Sentence of 3 for action. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i> Repetition to persuade. <i>Find us to find the fun.</i>	Sentence reshaping techniques e.g. lengthening or shortening sentences for meaning and/or effect.

Word Structure (language)

Determiners

<i>the, a, my, your, an this, that, his, her, their, some, all</i>	<i>the, a, your, an, this, that, his, her, their, some, all, lots of, many, more, these, those</i>	Generalisers for information – <i>Most dogs ...</i> <i>Some cats ...</i>	<i>a and an</i> depending on vowel at beginning of next word			
--	--	--	--	--	--	--

Description

Adjectives

To embellish simple sentences		Use of two adjectives <i>Scary, old woman ...</i> <i>Squirrels have long, bushy tails</i>	Boastful language <i>magnificent</i> <i>unbelievable</i> <i>exciting</i>	Drop in '-ed' clause <i>Poor Tim, exhausted by so much effort, ran home.</i>
<i>old, little, big, small, quiet</i>	<i>Old house, huge elephant</i>			

Adverbs

	To embellish simple sentences.	Description: <i>Snow fell gently and covered the cottage in the wood.</i> Information: <i>Lift the pot carefully onto the tray.</i>				
--	--------------------------------	---	--	--	--	--

Alliteration

	<i>Dangerous dragon, slimy snake</i>	<i>Wicked witch, Sizzling sausages</i>				
--	--------------------------------------	--	--	--	--	--

Prepositions

<i>Up, down, in, into, out, to, onto</i>	<i>Next, inside, outside, towards, across, under, upstairs</i>	<i>By the side of, in front of, during, through, throughout, behind, above, along, before, between, after</i>	<i>Next to, by the side of, in front of, during, through, throughout,</i>	<i>at, underneath, since, towards, beneath, beyond</i>		
--	--	---	---	--	--	--

Similes

Metaphor

like	as				<i>(My teacher is like an... eagle.)</i> <i>My teacher is an eagle swooping around the room, hovering over his students, diving down on innocent prey and demolishing them with the terrible grip of his talons.</i>
------	----	--	--	--	--

Onomatopoeia

Empty words

			Someone, something	Someone, somewhere was out to get him.
--	--	--	--------------------	--

Other

			Specific/ Technical vocabulary <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain poured on the corrugated tin roof.</i> Perfect form <i>I have written my story so we can read it now.</i>	Pronoun or Noun Appropriate choice of noun or pronoun within a sentence to avoid ambiguity and aid cohesion Avoid using a double negative.	Modal verbs to indicate the degree of possibility <i>can, will, may, shall, must, need, could, might, would, should</i> Rhetorical Questions Ambiguity	
						Active and passive Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: The class heated the water. Passive: The water was heated.

Punctuation						
Speech/Dialogue						
	Speech bubble		Correct punctuation of speech Powerful speech verb, <i>"Hello," she whispered.</i> Secure use of inverted commas for direct speech.	Verb + adverb. <i>"Hello," she whispered, shyly.</i>	Stage direction in speech (speech, verb, action) <i>"Stop!" he shouted, picking up the stick and running after the thief.</i>	Difference between vocabulary for informal speech e.g. said and formal speech and writing e.g. reported, alleged, claimed
Capital letters Full stops	Question marks Exclamation marks Bullet points	Commas to separate items in a list Comma after 'ly' opener Apostrophes to mark contractions <i>can't, don't</i> Apostrophes to mark singular possession	Colon before a list <i>What you need:</i> Ellipses to keep the reader hanging on Comma after fronted adverbial.	Comma to mark clauses Apostrophes to mark singular and plural possession. Explore parenthesis (brackets or dashes).	Dashes Brackets, dashes, commas for parenthesis. Colons Use of comma to clarify meaning or avoid ambiguity.	Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. How hyphens can be used to avoid ambiguity <i>man eating shark, man-eating shark, recover, re-cover.</i>

