



Year group	Grammar objectives	Spelling objectives	Punctuation objectives	Terminology to use
Reception	<p>Introduce: Determiners <i>the, a, my, your, an, this, that, his, her, their, some, all</i> Prepositions: <i>up, down, in, into, out, to, onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using 'like'</p> <p>Simple sentences</p> <p>Simple Connectives: <i>and, who, until, but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>luckily / unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i></p>		<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: 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>Year 1</p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: <i>inside, outside, towards, across</i> <i>under</i></p> <p>Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</i></p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and, or, but, so, because, so that, then, that, while, when, where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i></p>	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, off, well, etc.</p> <p>The /ŋ/ sound spelt n before k, e.g. <i>bank, think</i></p> <p>Division of words into syllables, e.g. <i>pocket, rabbit</i></p> <p>-tch, e.g. <i>catch, fetch</i></p> <p>The /v/ sound at the end of words, e.g. <i>have, live</i></p> <p>Adding –er and –est to adjectives where no change is needed to the root word, e.g. <i>grander, quicker</i></p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</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>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p>
----------------------	---	--	---	---

<p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Vowel digraphs and trigraphs, e.g. ai,oi, a-e, ar etc</p> <p>Words ending -y (/i:/ or /ɪ/), e.g. very, happy</p> <p>New consonant spellings ph and wh, e.g. when, dolphin</p> <p>Using k for the /k/ sound, e.g. kit, skin</p> <p>Compound words, e.g. football, playground</p> <p>Common exception words, e.g. were, they</p>		<p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
---	---	--	--

<p>Year 2</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind, above, along, before, between, after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information e.g. Most dogs.... Some cats....</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p>	<p>Consolidate from Year 1</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y, e.g. edge, age, gem</p> <p>The /s/ sound spelt c before e, i and y, e.g. race, cell, city</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words, e.g. know, gnaw</p> <p>The /r/ sound spelt wr at the beginning of words, e.g. write, wrong, wrap</p> <p>The /l/ or /əl/ sound spelt -le at the end of words, e.g. table, little</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,Slowly,</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p>
----------------------	---	--	--	---

<p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i></p>	<p>The /l/ or /əl/ sound spelt –el at the end of words, e.g. camel, tunnel</p> <p>The /l/ or /əl/ sound spelt –al at the end of words, e.g. metal, animal</p> <p>Words ending –il, e.g. pencil, fossil</p> <p>The /aɪ/ sound spelt –y at the end of words, e.g. cry, fly, dry</p> <p>Adding –es to nouns and verbs ending in –y, e.g. flies, dries</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted</p> <p>The /ɔ:/ sound spelt a before l and ll, e.g. ball, call</p>		<p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future)</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
--	---	--	--

	<p>e.g. While the animals were munching breakfast, two visitors arrived.</p> <p>During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>The /ʌ/ sound spelt o, e.g. other, nothing</p> <p>The /i:/ sound spelt –ey, e.g. key, donkey</p> <p>The /ɒ/ sound spelt a after w and qu, e.g. want, square</p> <p>The /ɜ:/ sound spelt or after w, e.g. word, work</p> <p>The /ɔ:/ sound spelt ar after w, e.g. war, warm</p> <p>The /z/ sound spelt s, e.g. television, treasure</p> <p>The suffixes –ment, –ness, –ful , –less and –ly</p> <p>Contractions, e.g. can't, didn't</p> <p>The possessive apostrophe (singular nouns), e.g. Megan's, the man's</p> <p>Words ending in –tion, e.g. station, national</p> <p>Homophones and near-homophones, e.g. there/their/they're. one/won</p> <p>Common exception words</p>		
--	--	---	--	--

<p>Year 3</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Prepositions <i>next to, by the side of, in front of, during, through, throughout, because of</i></p> <p>Powerful verbs <i>e.g. stare, tremble, slither</i></p> <p>Boastful language <i>e.g. magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g.</p>	<p>Consolidate Year 2</p> <p>Nouns formed from prefixes <i>e.g. auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher</i> <i>-teach, beauty – beautiful</i></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable, e.g. forgetting, beginning, limiting</p> <p>The / / ɪ sound spelt y elsewhere than at the end of words, e.g. myth, pyramid</p> <p>The /ʌ/ sound spelt ou, e.g. young, country</p> <p>More prefixes, e.g. in-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>The suffix –ation, e.g. information</p> <p>The suffix –ly, <i>sadly, usually</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/, e.g. <i>measure, picture</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective</p>
----------------------	---	--	---	--

<p>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. Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Compound sentences (coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences (subordination) with range of subordinating conjunctions</p> <p>-'ing' clauses as starters e.g. <i>Sighing</i>, the boy finished his homework. <i>Grunting</i>, the pig lay down to sleep.</p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember,</i></p>	<p>Endings which sound like /ʒən/, e.g. division, confusion</p> <p>The suffix –ous, e.g. various, tremendous</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian, e.g. invention, expression, permission, technician</p> <p>Words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, echo</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, brochure</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. league, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, they</p>		<p>Generalisers</p> <p>Alliteration Simile – 'as'/ 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative <p>Colon for instructions</p>
--	---	--	--

	<p><i>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.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>	<p>Possessive apostrophe with plural words, e.g. girls', children's</p> <p>Homophones and near-homophones, e.g. accept/except, grate/great</p>		
--	---	--	--	--

<p>Year 4</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at, underneath, since, towards, beneath, beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives <i>e.g. small...smaller...smallest good...better...best</i> Proper nouns -refers to a particular person or thing <i>e.g. Monday, Jessica, October, England</i> The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>e.g. we were instead of we was, or I did instead of I done</i>)</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly <i>e.g. It was midnight. It's great fun.</i></p>	<p>Consolidate Year 3</p> <p>Using greater variety of example words</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause <i>e.g. "It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (<i>e.g. the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>
----------------------	---	--	--	--

<p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences: (subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>-‘ed’ clauses as starters 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>Expanded -‘ing’ clauses as starters 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>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
---	--	--	--

Drop in –'ing' clause e.g.
Jane, laughing at the teacher, fell off her chair.
The tornado, sweeping across the city, destroyed the houses.

Sentence of 3 for action e.g.
Sam rushed down the road, jumped on the bus and sank into his seat.
The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g.
Find us to find the fun.

Dialogue - verb + adverb -
"Hello," she whispered, shyly.

Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition

<p>Year 5</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia Empty words <i>e.g. someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded -ed clauses as starters <i>e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></p>	<p>Consolidate Year 4</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>, e.g. <i>vicious, cautious</i></p> <p>Endings which sound like /ʃəl/, e.g. <i>official, essential</i></p> <p>Words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>, e.g. <i>observant, hesitancy, decent</i></p> <p>Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>, e.g. <i>adorable/adorably, possible/possibly</i></p> <p>Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, referred</i></p> <p>Use of the hyphen, e.g. <i>co-ordinate, re-enter</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>
----------------------	--	---	---	--

<p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Words with the /i:/ sound spelt ei after c, e.g. deceive, ceiling</p> <p>Words containing the letter-string ough, e.g. rough, through, bought</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word), e.g. doubt, solemn</p> <p>Homophones and other words that are often confused, e.g. practice/practise, advice/advise, father/farther</p>		<p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
--	---	--	---

<p>Year 6</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i></p>	<p>Consolidate Year 5</p> <p>Using a greater variety of example words</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Modal verb</p>
----------------------	---	--	--	---

	<p>Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Active: <i>The class heated the water.</i></p> <p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>			<p>Conjunction / Connective</p> <p>Preposition</p> <p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause</p> <p>Subordinate / relative clause</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Rhetorical question</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Alliteration</p> <p>Simile – 'as' / 'like'</p> <p>Synonyms</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
<p>Comments / issues to address:</p> <p>Note: in punctuation and terminology, the objectives in bold indicate NC objectives (may appear earlier in this progression grid)</p>				