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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| Paragraphing and cohesion | Paragraphing for topic including headings and subheadings. | Paragraphing for time and place.  Chooses nouns or pronouns (including possessive) within and across sentences to aid cohesion and avoid repetition. | Paragraphing within dialogue.  Begin to use a range of devices to build cohesion within a paragraph  with adverbials (e.g. then, after that, firstly)  With repetition  Using a pronoun before a noun in a sentence.  e.g, Jess couldn't wait to see him, but Jack would not be back until next week.  Using fronted adverbials for time (e.g., Later,) place (e.g. Nearby,) and number (Secondly,) to link ideas across paragraphs. | Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs.  Uses repetition of a word or phrase, adverbials (e.g., On the other hand, in contrast) and ellipsis to link ideas across paragraphs. | |
| Punctuation | Uses previous learning of full stops, capital letters, question marks, exclamation marks and commas in lists.  Inverted commas to punctuate direct speech.  Apostrophes for contraction and singular possession. | Punctuation within inverted commas for direct speech.  Use of comma after the reporting clause for direct speech.  *The conductor shouted, “Sit down!”*  Apostrophes for contraction and singular and plural possession.  Use of commas after fronted adverbials. | Uses commas for clarity.  Uses punctuation for parenthesis (brackets, commas and dashes).  Uses commas or dashes to mark relative clauses beginning with who, which, where, when, whose, that. | Uses hyphens to avoid ambiguity.  *e.g. man eating shark V man-eating shark.*  Uses semi colons, colons and dashes to mark the boundary between independent clauses.  *e.g. It’s raining; I am fed up.*  Uses commas or dashes to mark relative clauses with an omitted relative pronoun. | |
| Speech | Uses inverted commas to show the spoken words.  *The conductor shouted “sit down”.*  Synonyms for said. | Correctly punctuates direct speech.  *The conductor shouted, “Sit down!”* | Integrates dialogue to convey character.  Use of the reporting clause in the middle of direct speech.  e.g.,“Sit down!” the conductor shouted, ”The train is moving.”  Uses reported and direct speech within writing. | Integrates dialogue to advance the action. | |
| Coordinating  Conjunctions  FANBOYS | Uses previous learning of  **and, or, but**  Uses coordinating conjunctions **so** and **for** | Uses coordinating conjunction **yet** | Uses coordinating conjunction **nor** |  | |
| Subordinating Conjunctions  A WHITEBUS | **After, when, while, if, that, because, before**  Identifies the subordinating conjunction within sentences.  e.g., *Ellie switched the computer on* ***while*** *clearing Grandad’s desk.* | **although, even though, whenever, until, whereas, which**  Identifies the main and subordinating clauses within sentences.  e.g., ***Ellie switched the computer on*** *while clearing Grandad’s desk.* | **as, since, unless, in order that, in case, whether, though, even if, whatever**  Subordinating conjunctions are used in the **middle or at the start** of a sentence.  e.g., ***Ellie switched the computer on*** *while clearing Grandad’s desk.*  e.g., *While clearing Grandad’s desk, Ellie switched the computer on.* | Removal of the subordinating conjunction.  e.g., Clearing Grandad’s desk, Ellie switched the computer on. | |
| Sentence Level | Use adverbs to express time and manner within sentences. | Introduce fronted adverbials to express manner and place.  Use commas to mark fronted adverbials . | Use of adverbs to indicate degrees of possibility. (e.g., Perhaps, Surely,)  Uses modal verbs to indicate degrees of possibility (e.g., might, should, will, must) | Uses passive voice to affect how information is presented.  Uses the subjunctive form correctly in very formal writing or speech (e.g. If I were…). | |
| Noun Phrases | Uses previous learning of noun phrases with one modifying adjective (e.g., the blue butterfly)  Use the forms of ‘a or an’ accurately within noun phrases. | Uses noun phrases with added prepositional phrase (e.g., the strict teacher with curly hair).  Identifies the determiner within the noun phrase. (a, an, the) | Uses an additional modifying adjective within the expanded noun phrase (e.g., the mottled, blue butterfly with the broken wings). | Uses terminology to identify types of determiners (articles, possessive, interrogative, demonstrative and quantifiers). | |
| Tenses | Uses the correct tense consistently throughout writing. | Recognising standard English forms of verbs.  e.g., I was/ we were. I did/I done should have/would have of/off our/are | Uses present perfect tense correctly with has/have (e.g., He **has gone** out to play…. We **have gone** out to play)  Identifies and names simple present and simple past tense, progressive present and progressive past tenses. | Identifies and names all verb tenses. | |
| Developing sentence structures | Identify and write appropriate similes  Double -ly endings  She sang soulfully and emotionally. | List sentences  It was a dark, long, leafy and quiet lane.  A pair of related adjectives (e.g. Exhausted and worried, they did not know how much further they had to go.)  Verb, person (e.g., Running, Sarah almost tripped over her own feet).  Tension through repetition e.g., It…It…It… | Use similes as sentence openers  e.g. As cool as ice, the robber smashed the alarm.  Three -ed endings openers (e.g. Confused, shocked, scared, the children ran from the burning building.)  Adjective, same adjective  He was a fast runner, fast because he needed to be.  Paired conjunctions  Neither money nor gifts could make him visit the haunted mansion again.  The more, the more  The more angry he became, the more he hammered his fists on the table. | Outside/Inside sentences  The first sentence describes the characters outward action, the second reveals their true feelings e.g. Kate ate the cake that was given to her with enthusiasm and delight. (At the same time she wished she had turned down the offer).  If, if, if, then  If the alarm hadn’t gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.  3 negative adjectives – question  Greed, jealousy, hatred- which of these is most evil?  Some; Others  Some people love football; others just can’t stand it.  Imagine 3 examples:  Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet. |