





## Progression in Grammar (punctuation, sentence construction, word classes, text cohesion + terminology)

[Developed with reference to Pie Corbett's *Teaching Guide for Progression in Writing by Year* (Oct 2013) / Primary Ed consultancy *Progression in Grammar* documents / Programmes of study for 'Writing – vocabulary, grammar and punctuation' to English Appendix 2.] **Statutory** terminology NC2014 is highlighted in red; **this may have been introduced in preceding years** but the year it becomes **statutory** is shown by the highlight in relevant year group. All terminology will need to be referred to and reinforced as the children progress throughout the school, even if not specifically mentioned/taught in your year group. Refer to the grammar glossary/grammar games compendium in the pack for clarification/teaching ideas and the spelling pathway for specific year group spelling rules.

### Reception

 <b>Word Classes (YR)</b>	Punctuation (YR)	Sentence Construction (YR)	Text (YR)	Terminology (YR)
<p>Know and use the term letter.</p> <p>Know and use the term word.</p> <p>Know and use the term sentence.</p>	<p>Begin to use capital letters to start a sentence.</p> <p>Begin to separate words with finger spaces.</p> <p>Begin to show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</p> <p>- children know to pause for breath when reading sentences ending with full stops.</p> <p>Begin to recognise question marks and exclamation marks used to demarcate sentences.</p> <p>- know that an exclamation mark can be used to show shouting, anger, surprise (when reading initially)</p>	<p>Begin to recognise how words can combine to make simple sentences.</p>	<p>Attempting writing for a variety of purposes.</p>	<p>Letter/capital letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>

Year 1 (consolidation of previous years plus...)

 Word Classes (Y1)	Punctuation (Y1)	Sentence Construction (Y1)	Text (Y1)	Terminology (Y1)
<p><u>Use</u> expanded noun phrases in writing</p> <ul style="list-style-type: none"> <li>- adding an adjective to describe the noun (The <b>blue</b> butterfly)</li> <li>- adding a preposition to describe where the noun is in time or space (the butterfly <b>in the garden</b>)</li> </ul> <p>Know and use the term adjective for describing words</p> <ul style="list-style-type: none"> <li>- identify an adjective within a simple sentence (the <b>beautiful</b> princess smiled kindly)</li> </ul> <p>Correct <u>use</u> of simple prepositions in writing</p> <ul style="list-style-type: none"> <li>- <i>inside, outside, towards, across, under...</i></li> </ul> <p>Correct <u>use</u> of some determiners in writing</p> <ul style="list-style-type: none"> <li>- <i>the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these</i></li> </ul> <p>Use words to describe actions (adverbs) in writing.</p> <ul style="list-style-type: none"> <li>- I ran to the shop <b>quickly</b>.</li> </ul> <p>Know the term plural means 'more than one' and that sometimes plural nouns can have different endings.</p> <ul style="list-style-type: none"> <li>- add suffix 's' or 'es' to regular plurals (eg dogs)</li> </ul> <p>Use the pronouns I, he and she to avoid repeating nouns.</p>	<p>Use capital letters to begin a sentence.</p> <p>Separation of words with spaces.</p> <p>Use capital letters for the names of people, places, months and days of the week (proper nouns).</p> <p>Capital letters for personal pronoun <b>I</b>.</p> <p>Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</p> <ul style="list-style-type: none"> <li>- children know to pause for breath when reading sentences ending with full stops.</li> </ul> <p>Begin to use question marks and exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> <li>- know that an exclamation mark can be used to show shouting, anger, surprise</li> </ul> <p>Know that a contraction is two words joined together with an</p>	<p>How words can combine to make simple sentences.</p> <ul style="list-style-type: none"> <li>- write simple, grammatically correct sentences (The princess lives in a huge castle).</li> </ul> <p>Joining words and joining clauses using co-ordinating conjunctions <i>and, but, or, so</i> to make compound sentences.</p> <ul style="list-style-type: none"> <li>- join nouns or adjectives using 'and' (I have fish <b>and</b> chips for supper).</li> <li>- use 'and' to join to main clauses (The old man walked to the top of the hill <b>and</b> then he walked back down again).</li> <li>- Spider can be small <b>or</b> they can be large.</li> <li>- Charlie hid <b>but</b> Sally found him.</li> <li>- It was raining <b>so</b> they they put on their coats.</li> </ul> <p>Beginning to join using other conjunctions</p> <ul style="list-style-type: none"> <li>- <i>because, that, while, when, where</i></li> </ul> <p>Use questions within narrative.</p> <ul style="list-style-type: none"> <li>- Where are you going? asked the princess.</li> </ul> <p>Use of precise language for information</p>	<p>Sequencing sentences to form short narratives (identifying past/present tense)</p>	<p><u>Consolidate all previous and introduce (if not yet done so):</u></p> <ul style="list-style-type: none"> <li>letter, capital letter / upper and lower case consonant vowel</li> <li>word, singular, plural</li> <li>sentence punctuation, full stop, question mark, exclamation mark</li> <li>Noun</li> <li>Verb</li> <li>Adjective</li> <li>Alphabet</li> <li>Apostrophe</li> <li>Contraction</li> <li>Conjunction</li> <li>Past tense (<i>Yesterday, I..</i>)</li> <li>Present tense (<i>Today I..</i>)</li> </ul>



### Word Classes (Y1)

- My best friend is **Katie**. **She** likes swimming.

#### Suffixes

- where no change in root word spelling is needed (helping, helped, helper)

#### Prefix un

- changes to meaning of verbs and adjectives to negative (unkind, untie)

### Punctuation (Y1)

apostrophe.

- show an awareness and understanding of contractions when reading. Know which words have been joined and which letters omitted, shown by apostrophe.

Introduced to speech bubbles


### Sentence Construction (Y1)

- First, switch on...  
Next, wait until....

### Text (Y1)

### Terminology (Y1)

Year 2 (consolidation of previous years plus)

 <b>Word Classes (Y2)</b>	Punctuation (Y2)	Sentence Construction (Y2)	Text (Y2)	Terminology (Y2)
<p>Use expanded noun phrases which modify the noun to describe and specify. - adding an adjective to describe the noun (The <b>blue</b> butterfly)</p> <p>Begin to identify adverbial phrases which modifies and makes verbs more specific. - the bus leaves <b>in five minutes</b> (modifies <i>leaves</i>) - Priscilla complained <b>constantly</b> (modifies <i>complains</i>) -Alex forgot <b>to buy easter eggs</b> (modifies <i>forgot</i>)</p> <p>Know and use the term 'common' and 'proper' nouns - identify common nouns in sentences (The <b>pencil</b> was on the floor). - identify proper nouns in sentences (<b>Kate</b> went to <b>America</b>).</p> <p>Know and use the term 'verb', identifying it in a sentence. - know that every sentence has a verb and spot it (Tom <b>ran</b> quickly up the hill).</p> <p>Investigate the effect of add 'ly' to an adjective. - know that adding 'ly' to an adjective can change it into a word describing an action (adverb) (<b>beautiful / beautifully</b>) (and that not all adjectives can become adverbs by adding 'ly' eg <b>fast/ fastly</b>)</p> <p>Investigate the effect of adding 'ness' to adjectives as suffix. - know that <i>some</i> adjectives can be changed to a noun by adding 'ness' (<b>happy/happiness</b>)</p>	<p>Demarcate sentences using capital letters and full stops accurately.</p> <p>Use question marks and exclamation marks accurately.</p> <p>Use commas to separate items in a list. - I went to the shop to <b>buy tea, milk, cheese and butter</b>. - To separate a list of adjectives or adverbs (The <b>beautiful, radiant</b> princess leaned down. She let her hair down <b>quickly, carefully and cautiously</b>).</p> <p>Use apostrophes for contraction and for possession. - for omission (<b>have not / haven't</b>) - begin to know some contracted homophones (<b>whose/who's, their/there/they're</b>) - for singular possession including nouns ending in 's' (<b>Kate's hair / Cerys' hair</b>)</p> <p>Experiment with speech punctuation (linked to speech bubbles) - Know that inverted commas ('speech marks') are used around</p>	<p>Use sentences with different forms: questions, statement, command, exclamation. - a command starts with a verb (<b>Put that down</b>) and ends with either a full stop or exclamation mark. - a statement is a normal sentence containing an observation (<b>it is raining today</b>). - an exclamation (<b>oh no!</b>)</p> <p>Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information). - The <b>huge, majestic castle in the forest</b> hadn't been lived in for years. - Snow fell <b>gently</b> and covered the cottage <b>in the wood</b>. - Life the pot <b>carefully onto the tray</b>.</p> <p>Use the past and present tense correctly including irregular forms - regular forms adding suffix ed (Today I <b>play</b>, yesterday I <b>played</b>) - common irregular forms (<b>run/ran, go/went, am/was</b>)</p> <p>Use the past and present progressive tense forms correctly - using the verb 'to be' in present or past and another verb in present (The cake <b>was baking</b> slowly/ The cake <b>is baking</b> slowly).</p> <p>Secure use of co-ordinating conjunctions correctly.</p>	<p>Consolidation of correct and consistent use of present tense and past tense throughout writing.</p> <p>Begin to identify and use difference in layouts for fiction/non-fiction.</p>	<p><u>Consolidate all previous and introduce (if not yet done so):</u> <b>noun, noun phrase,</b> common and proper nouns <b>statement, question, exclamation,</b> command <b>compound word,</b> suffix <b>adjective, adverb, verb tense (past, present)</b> <b>apostrophe, comma</b> 'speech marks'/inverted commas adverb heading/sub-heading (briefly touch on 'clause' in preparation for Y3)</p>



## Word Classes (Y2)

Investigate the effect of adding 'er' 'est' as suffix.

- to create comparison (big/bigger/biggest)

Investigate the effect of adding suffixes such as 'ful' 'less'

Begin to use a wider range of pronouns including *our, it, mine*.

Creation of compound words.

- whiteboard, superman

## Punctuation (Y2)

the spoken word and *begin* to punctuate *inside* inverted commas correctly ("**Stop right there!**" the policeman shouted.)

- convert speech bubbles to direct speech

## Sentence Construction (Y2)

- these join two main clauses to make a compound sentence (*and, but, so, or...*) NB *then* cannot be used in this way without *and*.

Use more complex subordinating conjunctions (*because, if, that, while, when,*) to join a main and subordinate clause.

- The boy went to school **because** he was unwell.

- You must listen **while** you eat.

- **When** the weather is cold in Autumn leaves fall.

Begin to spot use of 'who' /'which' to add additional information to a noun (using a relative clause)

- The witch, **who lived in the cottage**, was evil.

- The cat, **which was ginger**, purred quietly.

Begin to introduce a wider variety of openers including /*ly*/ to start sentences

- *While, When, Sadly, Unfortunately...*


Use conjunctions of time.

- to link words or sentences telling when something happens (**when, after, before, while**)

## Text (Y2)

## Terminology (Y2)

Year 3 (consolidation of previous years plus)

 Word Classes (Y3)	Punctuation (Y3)	Sentence Construction (Y3)	Text	Terminology
<p>Recognise and use adverbs/adverbials of time and manner with greater precision.</p> <ul style="list-style-type: none"> <li>- use adverbs of time (<i>when</i>) (<b>Suddenly</b>, the door swung open.)</li> <li>- Use adverbs of manner (<i>how</i>) (The man shouted <b>ferociously</b> at the children.)</li> </ul> <p>Use the correct determiner 'an'/'a' according to the noun.</p> <ul style="list-style-type: none"> <li>- The term 'determiner' has replaced the term 'article' in the curriculum. A determiner is a word with no grammatical purpose in a sentence and precedes a noun, eg. <b>an</b> elephant, <b>a</b> bag, <b>the</b> man</li> </ul> <p>Know and use the term pronoun</p> <ul style="list-style-type: none"> <li>- identify and use a range of pronouns in sentences (<b>it</b> was late when they left.)</li> <li>- know what words have been replaced by pronoun (<b>The time</b> was late when they left.)</li> </ul> <p>Know and use the terms collective noun, common noun, proper noun (touch on abstract noun).</p> <ul style="list-style-type: none"> <li>- identify collective nouns in a sentence, including less well known ones (The <b>troop</b> of monkeys swung through the trees.)</li> </ul> <p>Identify word families based on common words</p> <ul style="list-style-type: none"> <li>- <b>solve, solution, dissolve, insoluble</b></li> </ul> <p>Formation of nouns using a range of prefixes.</p> <ul style="list-style-type: none"> <li>- super-, anti-, auto-</li> </ul>	<p>Use inverted commas accurately to indicate speech and begin to punctuate inside inverted commas accurately.</p> <ul style="list-style-type: none"> <li>- "I'm not sure," she said carefully.</li> <li>- Miss Smith replied, "Neither am I!"</li> </ul> <p>Use commas following fronted adverbials.</p> <ul style="list-style-type: none"> <li>- <b>Suddenly</b>, a loud noise pierced the air.</li> </ul> <p>Use apostrophes for contraction and possession.</p> <ul style="list-style-type: none"> <li>- know a wide range of contractions including lesser known ones (<b>would've, shan't</b>)</li> <li>- use possessive apostrophe correctly for both single nouns and regular/irregular plurals (<b>boy's, children's</b>)</li> </ul> <p>Introduce ellipses to keep reader hanging on.</p> <ul style="list-style-type: none"> <li>- Trembling, he turned to look behind him....</li> </ul>	<p>Continue to choose and use a wider range of subordinating conjunctions.</p> <ul style="list-style-type: none"> <li>- (when, after, if, although until....)</li> </ul> <p>Use and manipulate a greater variety of adverbials to open a sentence including</p> <ul style="list-style-type: none"> <li>- ly openers (<b>Cautiously</b>, she opened the door.)</li> <li>- ing starters (<b>Sighing</b>, she went home).</li> <li>- conjunctions of time (<b>Later that day</b>, she saw him).</li> <li>- prepositions (<b>In</b> a forest, lived a giant).</li> <li>- adverbial phrases showing where, when, how (<b>A few days ago..... At the back..... With a furious glance... </b>)</li> </ul> <p>Use complex sentences to express time, place, cause.</p> <ul style="list-style-type: none"> <li>- time, place, cause can be expressed using conjunctions (<i>when, so, because, before, after, while</i>), adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in, because of</i>) (<b>Long ago, in</b> a dark prison, a prince was held captive <b>because</b> he refused to marry the evil queen.)</li> </ul> <p>Consolidate dropping in a relative clause to add detail</p> <ul style="list-style-type: none"> <li>- <b>who/whom/which/whose/that.</b></li> <li>- The man, <b>who was cross</b>, shouted.</li> </ul> <p>Use the perfect present form.</p> <ul style="list-style-type: none"> <li>- He <b>has gone out</b> to play.</li> </ul>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p>	<p>Consolidate all previous <u>and</u> <u>introduce (if not yet done so):</u></p> <p>preposition, conjunction word family, prefix clause, subordinate clause/main clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') pronoun noun (abstract) adverbial (refer to determiner)</p>


The grammatical difference between plural and possessive s.

- the cat's tail
- the cats
- it's / its

Standard English forms for verb inflections instead of spoken forms


- we were NOT we was
- I did NOT I done

Year 4 (consolidation of previous years plus)


 <p>Word Classes (Y4)</p>	Punctuation (Y4)	Sentence Construction (Y4)	Text (Y4)	Terminology (Y4)
<p>Use the term suffix and identify groups of words with the same suffix.</p> <ul style="list-style-type: none"> <li>- know how suffixes can be grouped into those that make a word plural, change its tense or are a derivative of the root word (<b>teach/teacher</b>)</li> <li>- know some suffixes change the word class whilst others do not (<b>walk/walked/walking</b> are verbs. <b>Walker</b> is a noun and therefore a derivative).</li> </ul> <p>Use the term homophone and identify homophones.</p> <ul style="list-style-type: none"> <li>- know and use correctly common homophones (<b>their, they're, there</b> and <b>sea/see</b>)</li> </ul> <p>Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'.</p> <ul style="list-style-type: none"> <li>- I was filled with happiness when school ended.</li> <li>- know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (<b>beautiful / beauty, happiness / happy</b>)</li> </ul> <p>Use the term synonym and antonym correctly and identify less common synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>- <b>synonyms</b> are words with similar <i>meaning</i> (<b>dispute/conflict</b>)</li> <li>- <b>antonyms</b> are words with the opposite meaning (<b>happy/sad</b>)</li> </ul>	<p>Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first.</p> <ul style="list-style-type: none"> <li>- "I'm not sure," she said carefully.</li> <li>- Miss Smith replied, "Neither am I!"</li> </ul> <p>Use commas following fronted adverbials. Children also now need to recognise this is a phrase (ie no subject doing a verb)</p> <ul style="list-style-type: none"> <li>- <b>All of a sudden</b>, I jumped in the air.</li> </ul> <p>Use commas to separate a subordinate clause from a main clause regardless of order.</p> <ul style="list-style-type: none"> <li>- <b>Feeling tired and unwell</b>, I sat down in the armchair.</li> <li>- I sat down in the armchair, <b>feeling tired and unwell</b>.</li> </ul> <p>Use apostrophes to mark singular and plural possession.</p> <ul style="list-style-type: none"> <li>- <b>the girl's books</b></li> <li>- <b>the boys' boots</b></li> </ul>	<p>Use subordinate clauses to create complex sentences.</p> <ul style="list-style-type: none"> <li>- children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective</li> <li>- children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a <b>subject</b>. <b>Sprinting along the path at high speed</b>.... Does not specify who or what is sprinting).</li> <li>- include <b>ly/ing/</b> starters and 'drop in' (relative) clauses begun in earlier years</li> </ul> <p>Use noun phrases, including those containing a preposition.</p> <ul style="list-style-type: none"> <li>- a group of words that describe a noun, what it looks like, its position etc ( eg, <b>The teacher ...</b> expanded to <b>...The strict teacher with the curly brown hair</b>)</li> </ul> <p>Use both direct and reported speech.</p> <ul style="list-style-type: none"> <li>- direct speech are exact words spoken and contain speech punctuation ("<b>Where are you going on holiday?</b>")</li> <li>-reported speech summarises the words spoken and is often used to keep the text pacy (<b>Tom asked his friend where he was going on holiday</b>).</li> </ul> <p>Secure use of a variety of fronted adverbials.</p>	<p>Precise use of paragraphs to organise ideas around specific themes.</p> <p>Appropriate and conscious choice of noun or pronoun across sentences to aid cohesion and avoid repetition.</p>	<p><u>Consolidate all previous and introduce (if not yet done so):</u></p> <ul style="list-style-type: none"> <li><b>determiner</b></li> <li><b>pronoun</b></li> <li><b>possessive pronoun</b></li> <li><b>adverbial phrase</b></li> <li><b>homophone</b></li> <li><b>reported speech</b></li> </ul>



Year 5 (consolidation of previous years plus)

 Word Classes (Y5)	Punctuation (Y5)	Sentence Construction (Y5)	Text (Y5)	Terminology (Y5)
<p>Identify and use adverbs that indicate degree of possibility.</p> <ul style="list-style-type: none"> <li>- children should know that not all adverbs end in 'ly' and that they have different purposes (time, place, manner)</li> <li>- children should know that some adverbs indicate degrees of possibility (<i>perhaps, maybe</i>)</li> </ul> <p>Identify and use modal verbs</p> <ul style="list-style-type: none"> <li>- <i>could, should, would</i></li> </ul> <p>Identify prepositions of time, place, cause.</p> <ul style="list-style-type: none"> <li>- prepositions of time include <i>at</i> (<i>at 12 o'clock</i>), <i>on</i> (<i>on the 12<sup>th</sup> of January</i>) and <i>in</i> for months/years (<i>in 2016</i>)</li> </ul> <p>Group verbs into those that are countable and non-countable.</p> <ul style="list-style-type: none"> <li>- countable nouns are those preceded by a number (<i>1 table, 2 tables</i>)</li> <li>- non countable nouns cannot be preceded by a number (<i>bread, air, ballet</i>)</li> </ul> <p>Converting nouns or adjectives into verbs using suffixes.</p> <ul style="list-style-type: none"> <li>- ate, -ise, -ify</li> </ul> <p>Verb prefixes.</p> <ul style="list-style-type: none"> <li>- dis, de, mis, over, re (check our spelling lists re this)</li> </ul>	<p>Use commas accurately to separate phrases and clauses.</p> <ul style="list-style-type: none"> <li>- to separate <i>main/subordinate clause/relative clause</i> (<i>Feeling terrified, I opened the door. The wizard, who was old, smiled</i>).</li> </ul> <p>Use hyphens correctly to avoid ambiguity</p> <ul style="list-style-type: none"> <li>- a hyphen can link two words together to create a compound word (<i>an ice skate becomes to ice-skate</i>)</li> <li>- a hyphen can change the meaning of a sentence (<i>In the jungle there was a man eating tiger. In the jungle there was a man-eating tiger</i>).</li> </ul> <p>Use brackets and commas for parenthesis.</p> <ul style="list-style-type: none"> <li>- parenthesis is when a phrase or word has been added to explain/detail but isn't necessary for meaning , eg <i>The evil pirate (born in 1723) captured several ships.</i></li> </ul> <p>Use ellipsis for effect.</p> <ul style="list-style-type: none"> <li>- to indicate the passing of time, thought or interrupted speech. (<i>"I'm wondering..." Kate said, bemused.</i>)</li> </ul> <p>Use a colon to begin a list.</p> <ul style="list-style-type: none"> <li>- <i>In my pencil case there is: a pencil, rubber, pens and food.</i></li> </ul>	<p>Use relative clauses to create complex sentences, using commas to punctuate.</p> <ul style="list-style-type: none"> <li>- <i>The old wizard, whose name was Gandalf, lifted his wand and pointed.</i></li> </ul> <p>Manipulate the order of sentences.</p> <ul style="list-style-type: none"> <li>- 'ing' powerful openers (<i>Snapping its jaws, the shark lunged</i>).</li> <li>- 'ed' powerful openers (<i>Saddened by the loss of his dog, Jack walked home slowly.</i>)</li> </ul>	<p>Devices to build cohesion across a text.</p> <ul style="list-style-type: none"> <li>- <i>Then, after that, this, firstly</i></li> </ul>	<p><u>Consolidate all previous and introduce (if not yet done so):</u></p> <ul style="list-style-type: none"> <li>modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> <li>Hyphens</li> <li>Colon</li> <li>Countable/non countable verbs</li> </ul>

Year 6 (consolidation of previous years plus)

 <b>Word Classes (Y6)</b>	Punctuation (Y6)	Sentence Construction (Y6)	Text (Y6)	Terminology (Y6)
<p>(HA) Know and identify the different types of pronouns.</p> <ul style="list-style-type: none"> <li>- <b>Personal</b> replaces a name (<i>I, he, she, they, we</i>)</li> <li>- <b>Possessive</b> indicates ownership (<i>mine, her, his our..</i>)</li> <li>- <b>Relative</b> relates information back to the noun (<i>Michael, who was young, loved football</i>).</li> </ul> <p>Identify and use adverbial phrases in writing.</p> <ul style="list-style-type: none"> <li>- an <b>adverbial phrase</b> is a group of words with no verb which describes a verb (<i>With fear and dread, I opened the door. Running as fast as he could, Tom succeeded in capturing the robber</i>).</li> </ul> <p>Identify and use prepositions (in phrases) in writing.</p> <ul style="list-style-type: none"> <li>- a prepositional phrase contains a <b>preposition</b> and a <b>noun phrase</b> (<i>We will be back in a few days. In is the preposition and a few days is the noun phrase</i>).</li> </ul> <p>Know and identify determiners (previously called articles)</p> <ul style="list-style-type: none"> <li>- easy to identify as they come before a noun (phrase) (<i>the salt, those lovely flowers, whose coat...</i>)</li> </ul> <p>Know that adverbs can be grouped into those of <b>time, place, manner and degree</b>.</p> <ul style="list-style-type: none"> <li>- adverbs of <b>time</b> indicate <b>when</b> something happened (<i>suddenly, tomorrow, later</i>).</li> <li>- adverbs of <b>place</b> indicate <b>where</b> something happened (<i>I ran outside</i>)</li> <li>- adverbs of <b>manner</b> describe <b>how</b> something is done (<i>I ran quickly/as fast as I could</i>).</li> </ul>	<p>Use semi-colons to separate main clauses.</p> <ul style="list-style-type: none"> <li>- a semi-colon can replace a conjunction which links two main clauses in a compound sentence but <b>ONLY</b> if they are linked by subject (<i>I was feeling hungry; I'd forgotten my lunch. The semi-colon replaces 'because'</i>).</li> </ul> <p>(HA) Use semi-colons to separate items in a list.</p> <ul style="list-style-type: none"> <li>- semi-colons can add clarity (<i>I went to the shop and purchased the following: a packet of mature cheddar cheese; five loaves of bread, thinly sliced; some pepperami and a bottle of milk.</i>)</li> </ul> <p>(HA) Use colons to separate boundaries between main clauses.</p> <ul style="list-style-type: none"> <li>- a colon may be used instead of a semi-colon to separate main clauses when the second clause explains, expands or illustrates the first (<i>He got what he worked for: a promotion.</i>)</li> </ul> <p>Use dashes to indicate parenthesis.</p> <ul style="list-style-type: none"> <li>- use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out (<i>You are the one – the only one – I can trust</i>).</li> </ul>	<p>Use multiple clauses in sentences.</p> <ul style="list-style-type: none"> <li>- <i>Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall.</i></li> </ul> <p>Use the active and passive form for effect.</p> <ul style="list-style-type: none"> <li>- active (subject before verb) <i>The man walked to the shop.</i></li> <li>- passive (verb comes before subject) <i>The shop was walked to by the man.</i></li> </ul> <p>Use and identify the personal and impersonal form.</p> <ul style="list-style-type: none"> <li>- the personal form contains a personal pronoun (<i>I, we, they, ours, his, mine</i>)</li> <li>- impersonal contains no personal pronoun (<i>It takes a lot of time to decide what trainers to wear.</i>)</li> </ul> <p>Use the subjunctive form.</p> <ul style="list-style-type: none"> <li>- <i>If I were... Were they to come in ...</i>(used in very formal writing/speech).</li> </ul> <p>Punctuation of bullet points to list information.</p> <p>The following format is the one to follow when teaching bullet points:</p> <ul style="list-style-type: none"> <li>• start each comment with a clear bullet point</li> <li>• do not capitalise each bullet point</li> <li>• do not use commas or semi-colons to divide each bullet point</li> </ul>	<p>Linking ideas using a wider range of cohesive devices.</p> <ul style="list-style-type: none"> <li>- on the other hand, in contrast, as a consequence.</li> </ul> <p>Layout devices.</p> <ul style="list-style-type: none"> <li>- headings, sub-headings, bullets, tables, to structure text.</li> </ul>	<p>Consolidate all previous and introduce (if not yet done so):</p> <ul style="list-style-type: none"> <li>subject</li> <li>object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis</li> <li>hyphen</li> <li>colon</li> <li>semi-colon</li> <li>bullet points</li> <li>pronoun- personal/possessive/ relative (HA)</li> </ul>

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		<ul style="list-style-type: none"> <li>• do not end the final bullet point with a full stop</li> </ul> <p>As long as the method you use is consistent, it is acceptable.</p>		

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