



CORPUSCHRISTI

We are His body, living and learning as one.



Writing Progression of Skills - EYFS

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Introduce: Planning Tool- Story Map</p> <p>Whole class retelling of story</p> <p>Understanding of Beginning/middle/end</p> <p>Retell simple 5-part story: (Orally) Once upon a time First/ Then/ Next But So Finally,.....happily ever after</p> <p>Non-Fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences</p> <p>Simple connectives: And</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) And</p> <p>(Orally) 'Run'- repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. A clean cat, a mean cat</p>	<p>Introduce: Determiners</p> <p>the a my your an this that his her their some all</p> <p>Prepositions:</p> <p>up down in into out to onto</p> <p>Adjectives e.g old, little, big, small, quiet</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters (Mainly orally and through modelling)</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>



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Writing Progression of Skills - Year 1

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Fiction Storymapping – Introduce 3 part stories.</p> <p>Planning Tools: Story map (refer to story-type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding- beginning/ middle/ end to a story Understanding- 5 parts to a story</p> <p>Opening Once upon a time...</p> <p>Build up One day...</p> <p>Problem/Dilemma Suddenly,../Unfortunately...</p> <p>Resolution</p>	<p>Consolidate Reception list</p> <p>Types of sentence: Statements Questions Exclamations</p> <p>Simple Connectives: And Or So Because So that Then That</p> <p>Also as openers: While... When... Where...</p> <p>-ly' openers Fortunately,... Unfortunately,.. Sadly</p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: Inside Outside Towards Across Under</p> <p>Determiners: The a my you're an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. Dangerous Dragon Slimy Snake</p> <p>Similes using as...as... e.g. as tall as a House as red as a Radish</p> <p>Precise, clear language</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital letters: Capital letter for writing names Capital letter for the personal pronoun To demarcate sentences</p> <p>Full stops</p> <p>Questions marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter Simile-'like'</p> <p>Introduce: Punctuation</p> <p>Questions mark</p> <p>Exclamation mark Speech bubble</p> <p>Bullet points</p> <p>Adjective</p>

<p>Fortunately,...</p> <p>Ending Finally,...</p> <p>Non-fiction:</p> <p>Planning Tools: Text map/ Washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Embellished simple sentences using adjectives e.g. the giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/but/so e.g. The children played on the swings and slid down the slide.</p> <p>Charlie hid but sally found him.</p> <p>It was raining so they put on their coats.</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run'- Repetition for rhythm e.g. He walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Suffixes that can be added to help</p> <p>verbs (e.g. helping, helped, helper)</p> <p>Begin to understand (Orally): How the Prefix un-changes the meaning of verbs</p>		<p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile - as</p>
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Writing Progression of Skills - Year 2

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate year 1 list Introduce:</p> <p>Fiction: Secure use of planning tools: Story map/ story mountain/ story grids/ 'boxing-up' grid (refer to story type grids) Using RFS (Recipe For Success)</p> <p>Plan opening around Character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away... One cold but bright morning...</p> <p>Build up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily,</p>	<p>Consolidate Year 1 list</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. usually, eventually, Finally, Carefully, Slowly...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using adjectives e.g. The boys peeped inside the dark cave.</p> <p>Adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (coordination) Using connectives: and/but/so (coordination conjunctions)</p> <p>Complex sentences (subordination) using: Drop in a relative clause:</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration e.g. wicked witch Slimy Slugs</p> <p>Similes using...like... e.g. The scary, old woman.... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</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... Most cats...</p>	<p>Consolidate year 1 list 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. Fortunately,..Slowly,...</p> <p>(Introduce) Speech bubbles/Speech marks for direct speech</p> <p>(Introduce) Apostrophes to mark contracted forms in spelling e.g. Don't, Can't</p> <p>Introduce:</p>	<p>The Fire of London, which started in Pudding lane, spread quickly.</p> <p>Begin using: Additional subordinating conjunctions: What/while/when/where because/then/so that/if/to/until e.g. While the animals were munching breakfast, two visitors arrived During Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Begin to: Use long and short sentences: Long sentences add description or information. Use short sentences for emphasis.</p> <p>Begin to use: Expanded noun phrases e.g. lots of people, plenty of food.</p> <p>List of 3 for description e.g. He wore shoes, a dark coat</p>

<p>Fortunately</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / Washing line/ 'Boxing-up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas/ facts into sections sub headings to introduce sentences/sections</p> <p>Use of lists- what is needed, Bullet points for facts Diagrams Ending Make final comment to reader</p> <p>Extra tips! / Did-you-Know? / True or False?</p> <p>The consistent use of present tense versus past tense throughout text</p>	<p>Who/which e.g. Sam, who was lost, sat down and cried. The Viking who came from Scandinavia, invaded Scotland</p> <p>The Fire of London, which started in Pudding lane, spread quickly.</p> <p>Begin using: Additional subordinating conjunctions: What/while/when/where because/then/so that/if/to/until e.g. While the animals were munching breakfast, two visitors arrived During Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Begin to: Use long and short sentences: Long sentences add description or information. Use short sentences for emphasis.</p> <p>Begin to use: Expanded noun phrases e.g. lots of people, plenty of food.</p> <p>List of 3 for description e.g. He wore shoes, a dark coat and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</p>	<p>Formation of adjectives</p> <p>Begin to: Use suffixes such as –ful, less (A fuller list of Suffixes can be found in the spelling appendix.)</p> <p>Use of Suffixes –er and –est to form comparisons of adjectives and adverbs.</p>	<p>Secure use of planning tools: Text map / Washing line/ 'Boxing-up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas/ facts into sections sub headings to introduce sentences/sections</p> <p>Use of lists- what is needed, Bullet points for facts Diagrams Ending Make final comment to reader</p> <p>Extra tips! / Did-you-Know? / True or False?</p> <p>The consistent use of present tense versus past tense throughout text</p>	<p>and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</p>
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Writing Progression of Skills - Year 3

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce: Fiction Secure use of Planning Tools: Story map/ story mountain/ story grids/'boxing up' grid (refer to story type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather.</p> <p>Beginning to use: Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction- Should include detailed description of setting or character Build-up- build in some suspense towards the problem or dilemma Problem/dilemma include detail of actions/dialogue Resolution-Should link with the problem</p>	<p>Consolidate year 2 list Introduce: Vary long and short sentences:</p> <p>Long sentence to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave... Amazingly small insects can...</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (Fronted adverbials) A few days ago, we discovered a hidden box.</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions Next to By the side of During Through Throughout Because of</p> <p>Powerful verbs e.g. stare, tremble, slither.</p> <p>Boastful language e.g. magnificent, unbelievable, exciting!</p> <p>Begin to use: More specific technical vocabulary to add detail e.g. A few Dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of the rain pounded on the corrugated, tin roof.</p> <p>Nouns formed from</p>	<p>Consolidate year 2 list Introduce:</p> <p>Colon- Before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Beginning to use: Secure use of inverted commas for direct speech</p> <p>Use commas after fronted adverbials (e.g. Later that day I heard the bad news.)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> - Finger spaces - Letter - Word - Sentence - Full stops - Capital letter - Question marks - Exclamation marks - Speech bubble - 'speech marks' - Bullet points - Apostrophe (contractions only) - Commas for sentence of 3 – description <p>Singular/ plural suffix</p> <p>Adjective/ noun verb/ adverb</p>

<p>Ending- Clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-fiction</p> <p>Introduce: Secure use of Planning Tools: e.g. text map, washing line, grid and story grids Paragraphs to organise ideas around a theme Introduction</p> <p>Develop Hook to introduce and tempt reader in e.g. Who...? What...? Where...? Why...? When...? How...?</p> <p>Middle Section(s) Group related ideas/facts into paragraphs Sub Headings to introduce sections/ paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop ending Personal response Extra information/reminders e.g. information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to make relationships of time and cause e.g. I have written it down so I can check what it said.</p>	<p>At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue-powerful speech verb e.g. "Hello", she whispered.</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 (See connectives and sentence Signposts doc.) -'ing' clauses as starters e.g. sighing, the boy finished his homework.</p> <p>Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. The girl, whom I remember, had long black hair.</p> <p>The boy, whose name is</p>	<p>Prefixes e.g. Auto...Super...Anti...</p> <p>Word families based on common words e.g. teacher-teach, beauty beautiful</p> <p>Use of determiners a or an according to whether the next word begins with a vowel e.g. a rock, an open box.</p>		<p>Bossy verbs Tense (past, present, future) Connective Generalisers (sometimes, occasionally etc)</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 • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative (Bossy verbs)</u> • Colon for instructions
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	<p>George, thinks he is very brave.</p> <p>The Clifton suspension bridge, which was finished in 1864 is a popular tourist attraction.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Rainbow Dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion Visit!, Swim, Enjoy!</p>			
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Writing Progression of Skills - Year 4

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map/ story mountain/ story grids</p> <p>Plan opening using: Description/action</p> <p>Paragraphs: To organise each part of a story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story induction</p> <p>Introduction Build-up Problem/dilemma Resolution Ending</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Long and short sentences:</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. It was midnight It's great fun.</p> <p>Start with a Simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple/embellished simple sentences (coordination) Using coordinating conjunctions</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions At underneath since towards beneath beyond</p> <p>Conditionals Could, should, would.</p> <p>Comparative and superlative Adjectives e.g. small...smaller...smallest Good...Better...best</p> <p>Technical vocabulary</p> <p>Proper nouns- refers to a particular person or thing e.g. Monday, Jessica, October, England.</p> <p>The grammatical difference between plural and possessive</p>	<p>Consolidate year 3 list Introduce:</p> <p>Commas to mark clauses</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "it's late", gasped Cinderella</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</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 • 'speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3- description, action • Colon instructions

<p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>characters</p> <p>Non-fiction</p> <p>Introduce: Secure use of Planning Tools: Text map/ washing line/'boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning and encouragement to the reader.</p> <p>Appropriate choice of pronoun or noun across sentences.</p>	<p>and/or/but/so/for/nor/yet (coordinating conjunctions)</p> <p>Develop complex sentences:</p> <p>(subordination) Main and subordinate clauses with a range of subordinating conjunctions. -'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded- 'ing' clauses as starters e.g. Grinning, menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in- 'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The romans enjoyed food, loved marching but hated the (subordination)</p> <p>Repetition to persuade e.g. find us to find the fun</p> <p>Dialogue –verb + adverb-</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>		<p>Singular/plural Suffix/prefix Consonant/vowel</p> <p>Adjective/noun Verb/adverb Bossy verbs- imperative Tense (past, present, tense)</p> <p>Connective Conjunction Preposition Determiner/generaliser Clause</p> <p>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 for possession
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	<p>“Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p>			
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Writing Progression of Skills - Year 5

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate year 4 list</p> <p>Introduce: Secure independent use of planning tools – Sue Palmer skeletons</p> <p>Plan opening using: Description/action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs Use change of place, time and action to link ideas across paragraphs</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction- Should include action/description-character or setting/dialogue.</p> <p>Build-up- Develop suspense techniques.</p> <p>Problem/dilemma- may be more than one problem to be</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Secure simple/embellished simple sentences</p> <p>Secure use of compound sentences (resource cards – FANBOYS)</p> <p>Develop complex sentences: (subordination) Maintain and subordinate clauses With full range of conjunctions: (See connectives and sentence signpost doc.)</p> <p>Expanded-ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. Someone, somewhere was out to get him.</p> <p>Developed use of Technical language</p> <p>Link to weekly spellings</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. Dis-, De-, Mis-, Over- and Re-)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons/Semi 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 • Full stops/capitals • Question marks • Exclamation marks • ‘speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/possession • Commas for sentence of 3- description. Action • Colon- instructions <p>Singular/ plural Suffix/prefix Word family Consonant/vowel</p>

<p>resolved. Resolution- clear links with dilemma.</p> <p>Ending-Character could reflect on events, any changes or lessons, look forward to the future ask questions.</p> <p>Non-fiction Use writing structure checklists, text examples and annotation.</p> <p>Introduce: Independent planning Use writing genre checklists,</p>	<p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in – ‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.</p>			<p>Adjective/noun Verb/adverb Bossy verbs- imperative Tense (past, present, future) Conjunction/connective Generalisers Preposition Determiner/generaliser Pronoun- relative/possessive Clause Subordinate/relative clause</p>
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Writing Progression of Skills - Year 5

Text Structure	Sentence Composition	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure Maintain plot consistently work from plan</p> <p>Paragraphs- secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple/embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences : (subordination)</p> <p>Main and subordinate clauses with full range of conjunctions; (See connectives and sentence signpost doc.)</p> <p>Active and passive verbs to effect e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p> <p>Developed use of rhetorical questions for persuasion.</p> <p>Expanded noun phrases to</p>	<p>Consolidate year 5 list</p> <p>Build in literacy feature to create effects e.g. Alliteration, onomatopoeia, similes and metaphors (Super 8)</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, or claimed in formal speech or writing)</p> <p>Revision of Spelling rules introduced in Year 4 and 5.</p>	<p>Consolidate year 5 list</p> <p>Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>How hyphens can be used to avoid ambiguity (e.g. Man eating shark versus man eating shark, or recover versus re-cover)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/word • Sentence • 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</p>

<p>Use a variety of text layouts appropriate to purpose Use a range of techniques to involve the reader comments, questions, observations and rhetorical questions.</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude texts.</p> <p>Use appropriate formal and informal styles of writing.</p>	<p>convey complicated information concisely (e.g. The boy that jumped over the fence is over there. Or The fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>			<p>Word family Consonant/vowel</p> <p>Adjective/noun Verb/adverb Bossy verbs-imperative Tense (past, present, future) Modal verb Conjunction/connective Preposition</p>
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