

	Key Stage 1		Year 3	Year 4	Year 5	Year 6
National Curriculum Content: Cohesion	Sequencing sentences to form short narratives. (To be taught through teaching and learning sequences.)	Correct choice and consistent use of present tense and past tense throughout writing . (Link with teaching of verbs.) (past or present)	Appropriate choice of pronoun or noun <u>within and across sentences to aid cohesion</u> and avoid repetition. (Link with teaching of noun/noun phrases.) describe settings and characters using expanded noun phrases ‘The beautiful, emerald sea’ (setting) or ‘A quiet, little boy’ (character) ‘The beautiful, dark emerald sea’ (setting) or ‘A quiet, little tiny boy’ (character) One freezing cold night (setting) The very best night of his life (character) Introduction to paragraphs as a way to group related material. <u>begin to use paragraphs to structure writing</u> Fiction: Paragraphs to organise ideas into each story part Non-fiction: Paragraphs to organise ideas around a theme Headings and subheadings to aid presentation. use simple organisational devices (e.g. headings or sub-headings) appropriately pronoun possessive pronoun	Devices to <u>build cohesion within a paragraph</u> (for example, then, after that, this, firstly) (Link with teaching of adverbials.) use pronouns and nouns to aid cohesion and avoid repetition Types of pronouns: personal, relative, demonstrative, indefinite, reflexive, interrogative, possessive, subject and object Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.) use paragraphs or sections to organise and structure according to purpose and audience Fiction: Paragraphs to organise ideas into each story part Non-fiction: Paragraphs to organise ideas around a theme	Link ideas <u>across paragraphs</u> using a wider <u>range of cohesive devices</u> <u>begin to use a range of devices to build cohesion</u> (e.g. <u>conjunctions</u> , adverbials of time and place, pronouns, synonyms) <u>across paragraphs</u> <u>begin to use a range of devices to build cohesion</u> (e.g. conjunctions, <u>adverbials of time and place</u> , pronouns, synonyms) <u>across paragraphs</u> <u>begin to use a range of devices to build cohesion</u> (e.g. conjunctions, adverbials of time and place, <u>pronouns</u> , synonyms) <u>across paragraphs</u> How words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.) synonym antonym	Linking ideas <u>across paragraphs</u> using a <u>wider</u> range of cohesive devices: <i>repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis.</i> use a <u>wider range</u> of devices to build cohesion Linking ideas across paragraphs using a wider range of cohesive devices: <u>repetition of a word or phrase, grammatical connections</u> [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], <u>and ellipsis</u> <u>Build upon Yr5 objective and now...</u> <u>use a range of devices to build cohesion</u> (e.g. <u>conjunctions</u> , <u>adverbials of time and place</u> , <u>pronouns</u> , <u>synonyms</u>) <u>across paragraphs</u> in narratives, describe settings, characters and atmosphere, using a <u>variety of techniques</u> to engage the reader and <u>choosing appropriate vocabulary</u> that creates a <u>consistent picture</u> , e.g. <i>verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i> This is more about consistency but links to cohesion <u>use verb tenses consistently and correctly</u> throughout their writing Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). (To be taught through teaching and learning sequences.) use a range of punctuation Semi-colons, colons, hyphens

National Curriculum Content: Nouns and Noun-phrases	<p>Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).</p> <p>singular plural</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman).</p> <p>Formation of adjectives using suffixes such as -ful -less.</p> <p>Use of the suffixes</p> <p>-er, -est in adjectives.</p> <p>Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark singular possession in nouns (for example, the girl's name).</p> <p>Noun/noun phrase compound adjective suffix</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>describe settings and characters using expanded noun phrases</p> <p>Formation of nouns using a range of prefixes (for example super- anti-, auto-).</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).</p> <p>The grammatical difference between plural and possessive s,</p> <p>Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names).</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>use expanded noun phrases by the addition of modifying adjectives to develop descriptions of settings and characters</p> <p>use expanded noun phrases by the addition of modifying nouns to develop descriptions of settings and characters</p> <p>use expanded noun phrases by the addition of prepositional phrases to develop descriptions of settings and characters</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>use pronouns and nouns to aid cohesion and avoid repetition</p> <p>Types of pronouns: personal, relative, demonstrative, indefinite, reflexive, interrogative, possessive, subject and object</p> <p>consistently use a range of precise vocabulary (nouns, verbs and adjectives)</p> <p>Examples:</p> <ul style="list-style-type: none"> Not precise: The baby dog saw a bird Precise: The puppy saw a raven <p>determiner pronoun possessive pronoun preposition prefix consonant vowel</p>	<p>begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>use preposition phrases to add detail, qualification and precision (...in relation to nouns)</p> <p>Qualifiers and intensifiers are words or phrases that are added to another word to modify its meaning. Prepositional phrases can be used after nouns as qualifiers to give information about place. Example: The muscles below Peter's knees were beginning to ache a little.</p> <p>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, modifying noun or with a preposition phrase</p> <p>Expanded noun phrase with a modifying noun + a qualifier of quantity = The somewhat old newspaper seller</p> <p>Expanded noun phrase with a modifying prepositional + a qualifier of time = The book with the tattered cover has been read many times,</p> <p>use relative clauses, sometimes omitting the relative pronoun</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, big, large, little).</p> <p>relative pronoun relative clause subject object synonym antonym cohesion</p>	<p>How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover).</p> <p>use the range of punctuation... Hyphens – used for modifying nouns</p> <p>Vocabulary, grammar, and punctuation:</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>hyphen</p> <p>(Although hyphen is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards)</p> <p>in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</p> <p>Ensure noun phrases are carefully chosen for consistency across a piece of writing</p>
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National Curriculum Content: Adverbials	<p>Teacher notes:</p> <p>The difference between an adverb and an adverbial:</p> <p>Adverbs modify verbs, adjectives, and other adverbs.</p> <p>Adverbials act like adverbs to modify a verb or a clause.</p> <p>Adverbials can consist of a single word (angrily, here) or an entire phrase (at home, in a few hours) and often say how, where, when or how often something happens or is done.</p> <p>An adverbial can be an adverb:</p> <p><i>He spoke angrily.</i> <i>They live here.</i> <i>We will be back soon.</i></p> <p>or an adverb with a quantifier:</p> <p><i>He spoke really angrily.</i> <i>They live just here.</i> <i>We will go quite soon.</i> <i>We will go as soon as possible.</i></p> <p>or a phrase with a preposition:</p> <p><i>He spoke in an angry voice.</i> <i>They live in London.</i> <i>We will go in a few minutes.</i></p>	<p>Use of -ly in Standard English to turn adjectives into adverbs.</p> <p>adverb</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Expressing time, place and cause using adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, into, because of) .</p> <p>use adverbs to express time</p> <p>use adverbs to express time</p> <p>use adverbs to express cause</p> <p>adverb preposition adverbial</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>use a range of adverbs to express time to add detail to writing</p> <p>use a range of adverbs to express cause to add detail to writing</p> <p>use fronted adverbials</p> <p>use commas after fronted adverbials</p> <p>fronted adverbial</p>	<p>Link ideas across paragraphs using adverbials of time and place.</p> <p>begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>use adverbs to add detail, qualification and precision Indicating degrees of possibility using: adverbs [for example, perhaps, surely] modal verbs [for example, might, should, will, must]</p> <p>Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast or as a consequence). Linking ideas across paragraphs using a wider range of cohesive devices.</p>	<p>in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</p> <p>Ensure adverbials are carefully chosen for consistency across a piece of writing</p>
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National Curriculum Content: Sentences-type	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun.</p> <p>letter capital letter punctuation full stop question mark exclamation mark</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>statement question exclamation command</p>	<p>Introduction to inverted commas to punctuate direct speech. <u>begin to use inverted commas to punctuate speech</u></p> <p><u>use</u> sentences with different forms in their writing, including statements, questions, exclamations and commands</p> <p>direct speech inverted commas (or speech marks)</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" <u>use inverted commas and other punctuation for direct speech</u></p> <p><u>use a range of co-ordinating and subordinating conjunctions</u> Compound sentences (<i>Coordination</i>) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) Complex sentences (<i>Subordination</i>) with range of subordinating conjunctions</p> <p><u>use fronted adverbials</u> <u>use commas after fronted adverbials</u> Use fronted adverbial sentences, and use a comma to punctuate</p>	<p>Selecting appropriate grammar and vocabulary, understanding and integrating dialogue to convey character and advance action. <u>begin to create atmosphere, and integrate dialogue to convey character and advance the action</u></p> <p><u>use a wide range of clause structures, sometimes varying their position within the sentence</u> Use a wide variety of clause structures to create different types of sentences: Independent clauses, Subordinate clauses, Relative clauses, Noun clauses Adverbial clauses</p> <p><u>use relative clauses, sometimes omitting the relative pronoun</u> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><u>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</u> Structure a variety of different types of sentences using a range of punctuation Inc. bullet points</p> <p><u>use the range of punctuation taught at key stage 2 mostly correctly</u> <u>use some punctuation for parenthesis (brackets, commas and dashes)</u> <u>use commas for clarity mostly correctly</u> Structure a variety of different types of sentences using a range of punctuation Inc. semi-colons, colons, hyphens</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?).</p> <p><u>integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech</u> Use a variety of different sentence types for speech:</p> <ul style="list-style-type: none"> • Break up dialogue with action: • Vary the use and placement of speech tags (he said/she said): <p><u>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</u> Know the difference between an active and passive voice sentence structure</p> <p><u>use the range of punctuation taught at key stage 2 mostly correctly</u> Structure a variety of different types of sentences using a range of punctuation Inc. semi-colons, colons, hyphens</p>
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National Curriculum Content: Co-ordination and subordination	<p>Joining words and joining clauses using 'and'.</p> <p>Introduction to capital letters, full stops to demarcate sentences.</p> <p>sentence capital letter punctuation full stop</p>	<p>Subordination (using when, if, that, because) and coordination (using or, and, but).</p> <p>compound verb</p> <p>Use of capital letters, full stops to demarcate sentences.</p>	<p>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because),</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>subordinating conjunctions:</p> <p>Time – while, when, after, before, until, once, since</p> <p>Cause – because, since, as, that, so, why, whether, as if,</p> <p>Place – where, wherever</p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Complex sentences (Subordination) with range of subordinating conjunctions</p> <p>conjunction clause subordinate clause</p> <p>Use of commas after fronted adverbials (where these are fronted adverbial clauses).</p>	<p>Using conjunctions express</p> <p>contrast/concession: <i>although, as if, though, while;</i> and Condition: <i>if, unless, provided, since, as long as,</i></p> <p>use a range of co-ordinating and subordinating conjunctions</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Complex sentences (Subordination) with range of subordinating conjunctions</p>	<p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>use commas for clarity mostly correctly</p> <p>Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: <i>and, but, for, or, nor, so, yet.</i></p> <p>The game was over, but the crowd refused to leave.</p> <p>The student explained her question, yet the instructor still didn't seem to understand.</p> <p>Yesterday was her brother's birthday, so she took him out to dinner.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>use some punctuation for parenthesis (brackets, commas and dashes)</p> <p>Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information</p> <p>The mildest form of parenthesis, for when you want to quickly insert a detail without distracting the reader, is a subordinate clause: a nonessential phrase framed by a pair of commas. ...</p> <p>The subordinate-clause parenthesis is one strategy. Another is to use the punctuation characters called parentheses.</p> <p>parenthesis bracket dash</p> <p>semi-colon colon</p>	<p>Use of the semicolon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up).</p> <p>use the range of punctuation taught at key stage 2 mostly correctly, e.g. semi colon</p> <p>The most common use of the semicolon is to join two independent clauses without using a conjunction like and.</p>
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National Curriculum Content: Verbs	<p>Suffixes that can be added to verbs where no change is needed in the spelling o! root words (e.g. helping, helper).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing: untie the boat).</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting).</p> <p>verb tense (past, present) present progressive past progressive</p> <p>Apostrophes to mark where are missing in spelling.</p> <p>apostrophe</p>	<p>Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play). use correct tense consistently, including the present perfect tense</p> <p>Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done). maintain <u>Standard English forms</u>, e.g. using <u>a/an</u> correctly</p> <p>Inflections is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical forms. Nouns are inflected in the plural, verbs are inflected in the various tenses, and adjectives are inflected in the comparative/superlative.</p> <p>present perfect</p>	<p>use present, past, progressive and perfect tense verb forms accurately</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares),</i></p>	<p>Indicating degrees of possibility using modal verbs (for example, might, should, will, must). use modal verbs to add detail, qualification and precision</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify) •</p> <p>Word: Verb prefixes (for example, dis-, de- mis-, over- and re-).</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out — discover; ask for— request; go in-enter</p> <p>Linking ideas across paragraphs using tense choices (for example, he had seen her before).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p> <p>Using the <u>perfect form of verbs</u> to mark relationships of time and cause use verb tenses mostly consistently and correctly throughout their writing</p>	<p>Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) ,)</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; <u>using passive verbs to affect how information is presented</u>; using modal verbs to suggest degrees of possibility)</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; <u>using modal verbs to suggest degrees of possibility</u>)</p> <p>use <u>verb tenses consistently</u> and <u>correctly</u> throughout their writing</p> <p>Verb tense consistency refers to keeping the same tense throughout a clause. Do not describe one time period in two different tenses.</p> <p>modal verb active passive subjunctive cohesion</p>
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