

# CHARSFIELD E of E PRIMARY SCHOOL



## PROGRESSION OF WRITING SKILLS BY YEAR GROUP

The aim of this document is to show how writing skills develop year-by-year at Charsfield Primary School. The document includes an overview of the text types taught in each year group, a progression of skills (split into text structure, sentence construction, word structure and language, punctuation and the terminology used with the children). It also includes a year-by-year progression of 'sentence skills' (based on Alan Peat's Exciting Sentences).

This document should be read in conjunction with the Progression of Skills in English document (based on the 2014 National Curriculum) which provides a detailed breakdown of the Reading and Writing expectations for each year group (including Spelling, Transcription, Handwriting, Contexts for Writing, Drafting Writing, Editing Writing, Performing Writing, Vocabulary, Grammar and Punctuation), and the Progression of Exciting Sentences document.

It should also be read in conjunction with the EYFS Planning Overview and the 4-Year Rolling Programmes for Key Stages 1&2 which outline how the text types link to the rest of the curriculum.

## OVERVIEW OF TEXT TYPES TAUGHT YEAR BY YEAR

Writing purposes progression by year group				
Year	To entertain	To inform	To persuade	To discuss
F	<b>Narrative:</b> Traditional tales / Fables / Fairy Tales / Retelling of familiar text (changing one element – setting, character, event) <b>Description</b> <b>Poetry:</b> visual	<b>Labels / captions / lists</b> <b>Recounts</b> of a trip or activity <b>Instructions</b>		
1	<b>Narrative:</b> Adventure / Fairy Tales / Traditional Tales / Familiar Settings (including retellings/in-role) <b>Description</b> <b>Poetry:</b> concrete (shape) / free-verse / linked to a theme / patterned language	<b>Labels / captions / lists</b> <b>Procedural:</b> Instructions / recipes <b>Recounts:</b> of a trip or activity <b>Non-chronological report</b>		
2	<b>Narrative:</b> Adventure / Fairy Tales / Traditional Tales / Fables & Myths / Familiar Settings / Fantasy (including retellings/in-role) <b>Description</b> <b>Poetry:</b> concrete (shape) / free-verse / linked to a theme / patterned language	<b>Labels / captions / lists</b> <b>Procedural:</b> Instructions / recipes <b>Recounts:</b> of a trip or activity / letter / diary <b>Non-chronological reports</b>		
3	<b>Narrative:</b> Choice / Dilemma / Myths / Legends / Adventure / Fantasy / Narratives with a twist <b>Description</b> <b>Poetry:</b> structured / performance / form / playing with language / concrete (shape)	<b>Procedural:</b> Instructions / recipes <b>Recount:</b> newspaper article / diary entry / biography <b>Non-chronological reports</b> <b>Explanation texts</b>	<b>Advert</b> <b>Letter</b>	
4	<b>Narrative:</b> Choice / Dilemma / Myths / Legends / Adventure / Fantasy / Narratives with a twist <b>Description</b> <b>Poetry:</b> structured / performance / form / playing with language	<b>Procedural:</b> Instructions / recipes <b>Recount:</b> newspaper article / diary entry / biography <b>Non-chronological reports</b> <b>Explanation texts</b>	<b>Advert</b> <b>Letter</b> <b>Speech</b>	
5	<b>Narrative:</b> Choice / Science Fiction / Mystery / Play scripts / Historical and contemporary fiction <b>Description:</b> Settings and character focused <b>Poetry:</b> structured / narrative / performance / choral	<b>Procedural:</b> Instructions/ recipes <b>Recounts:</b> Newspaper article / diary entry / biography <b>Non-chronological reports</b> <b>Explanation texts</b>	<b>Advert</b> <b>Letter</b> <b>Speech</b>	<b>Discussion text</b> (balanced argument) <b>Newspaper article</b> <b>Review</b>
6	<b>Narrative:</b> Choice / Science Fiction / Mystery / Play scripts / Historical and contemporary fiction <b>Description:</b> Settings and character focused <b>Poetry:</b> structured / narrative / performance / choral	<b>Procedural:</b> Instructions/ recipes <b>Recounts:</b> Newspaper article / diary entry / biography <b>Non-chronological reports</b> <b>Explanation texts</b>	<b>Advert</b> <b>Letter</b> <b>Speech</b>	<b>Discussion text</b> (balanced argument) <b>Newspaper article</b> <b>Review</b>

# RECEPTION

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Introduce: Planning Tool</b> –Story map /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/ middle / end</b></p> <p><b>Retell simple 5-part story:</b> First / Next / Then / After that / Finally Once upon a time / .....happily ever after</p> <p>But So</p> <p><b>Non-fiction: Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b> Names Labels Captions Lists Diagrams Message</p>	<p><b>Introduce: Simple sentences</b></p> <p><b>Simple Connectives:</b> and who until but because</p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions)</b> and / but -‘ly’ openers Luckily / Unfortunately,</p> <p><b>‘Run’</b> - Repetition for rhythm: e.g. He walked and he walked</p> <p><b>Repetition in description</b> e.g. a lean cat, a mean cat</p>	<p><b>Introduce: Determiners</b> the a my your an this that his her their some all</p> <p><b>Prepositions:</b> up / down in / out into / onto under / over behind / in front / next to</p> <p><b>Adjectives</b> e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g. quickly, slowly, happily, sadly</p> <p><b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation Mark</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

# YEAR 1

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<b>Consolidate Reception list</b>  <b>Introduce:</b>  <b>Fiction:</b>  <b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)  <b>Plan opening around</b> character(s), setting, time of day and type of weather  <b>Understanding</b> - beginning /middle /end to a story  <b>Understanding</b> - 5 parts to a story:  <b>Opening</b> Once upon a time...  <b>Build-up</b> One day... Problem /  <b>Dilemma</b> Suddenly,../ Unfortunately,...  <b>Resolution</b> Fortunately,...  <b>Ending</b> Finally,...	<b>Consolidate Reception list</b>  <b>Introduce:</b>  <b>Types of sentences:</b>  Statements Questions Exclamations  <b>Simple Connectives:</b> and or but so because so that then that while when where <b>Also as openers:</b> While... W hen... Where... <b>-‘ly’ openers</b> Fortunately,... Unfortunately, Sadly,...  <b>Simple sentences</b> e.g. I went to the park. The castle is haunted.  <b>Embellished simple sentences using adjectives</b>	<b>Consolidate Reception list</b>  <b>Introduce:</b> <b>Prepositions:</b> inside outside towards across under  <b>Determiners:</b> the a my your an this that his her their some all lots of many more those these  <b>Adjectives to describe</b> e.g. The old house... The huge elephant...  <b>Alliteration</b> e.g. dangerous dragon slimy snake  <b>Similes using as....as...</b> e.g. as tall as a house as red as a radish  <b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash...  <b>Regular plural noun suffixes –s or –es</b>	<b>Consolidate Reception list</b>  <b>Introduce:</b>  <b>Capital Letters:</b>  Capital letter for names  Capital letter for the personal pronoun I  Full stops  Question marks  Exclamation marks  Speech bubble  Bullet points	<b>Consolidate:</b>  Finger spaces  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Full stops</b>  <b>Capital letter</b>  <b>Simile</b> – ‘like’  <b>Introduce: Punctuation</b>  <b>Question mark</b>  <b>Exclamation mark</b>  Speech bubble  Bullet points  <b>Singular/ plural</b>  Adjective  Verb  Connective

<p><b>Non-fiction:</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p>e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so</b> e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p><b>Complex sentences: Use of 'who' (relative clause)</b> 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><b>'Run' - Repetition for rhythm</b> e.g. He walked and he walked and he walked.</p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>(e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. helping, helped, helper)</p> <p><b>How the prefix un- changes the meaning of verbs and adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Alliteration Simile – 'as'</p>
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## YEAR 2

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce: Fiction</b>  <b>Secure use of planning tools:</b>  Story map / story mountain / story grids/ 'Boxingup' grid  (Refer to Story Types grids)</p> <p><b>Plan opening around</b>  character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b>  e.g. In a land far away....  One cold but bright morning.....</p> <p><b>Build-up</b>  e.g. Later that day</p> <p><b>Problem / Dilemma</b>  e.g. To his amazement</p> <p><b>Resolution</b>  e.g. As soon as</p> <p><b>Ending</b> e.g.  Luckily, Fortunately,</p> <p><b>Ending should be a section rather than one final sentence</b>  e.g. suggest how the main</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b>  Statements  Questions  Exclamations  Commands</p> <p><b>-‘ly’ starters</b>  e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers to sentences</b></p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g.  The boys peeped inside the dark cave.  <b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives:  and/ or / but / so (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination)</b> using:  <b>Drop in a relative clause: who/which</b>  e.g. Sam, <b>who</b> was lost, sat down and cried.</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b>  behind above along before between after</p> <p><b>Alliteration</b>  e.g. wicked witch slimy slugs</p> <p>Similes using...like...  e.g. ... like sizzling sausages  ...hot like a fire</p> <p><b>Two adjectives to describe the noun</b>  e.g. The scary, old woman...  Squirrels have long, bushy tails.</p> <p><b>Adverbs for description</b> e.g.  Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b>  e.g. Lift the pot carefully onto the tray.  The river quickly flooded the town.</p> <p><b>Generalisers for information,</b>  e.g. Most dogs.... Some cats....</p> <p><b>Formation of nouns using suffixes</b> such as  – ness, –er</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Demarcate sentences:</b>  Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas to separate items in a list</b></p> <p><b>Comma after –ly opener</b> e.g.  Fortunately,....Slowly, ....</p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b>  e.g. don’t, can’t</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <p><b>Apostrophe</b> (contractions only)</p> <p><b>Commas for description</b></p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p>

<p>character is feeling in the final situation.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b></p> <p><b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid Introduction:</p> <p><b>Heading</b> Hook to engage reader Factual statement / definition Opening question</p> <p><b>Middle section(s)</b> Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p><b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p><b>The consistent use of present tense versus past tense throughout texts</b></p> <p><b>Use of the continuous form of verbs in the present and past tense to mark actions in progress</b> (e.g. she is drumming, he was shouting)</p>	<p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland. The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> what/while/when/where/ because/ then/so that/ if/to/until e.g. <b>While</b> the animals were munching breakfast, two visitors arrived During the Autumn, <b>when</b> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g. lots of people, plenty of food</p> <p><b>List of 3 for description</b> e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>	<p><b>Formation of adjectives</b> using suffixes such as – ful, –less</p> <p>(A fuller list of suffixes can be found in the 'Progression of skills: English' document.)</p> <p><b>Use of the suffixes –er and –est</b> to form <b>comparisons of adjectives</b> and <b>adverbs</b></p>	<p><b>Verb / adverb</b></p> <p>Bossy verbs</p> <p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p>Generalisers</p>
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## YEAR 2 ALAN PEAT SENTENCE SKILLS

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
YEAR 2	<b>All the Ws</b>	Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes?	- Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if?	- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	<b>List sentences</b>	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.	- A list sentence must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.	- Commas to separate items in a list p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] - p. 32 (LKS2 programme of study)
	<b>Short</b>	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	- 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)



## YEAR 3

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b>  Story map /story mountain / story grids / 'Boxing-up' grid  (Refer to Story-Type grids)</p> <p><b>Plan opening around</b>  character(s), setting, time of day and type of weather</p> <p><b>Paragraphs to organise ideas into each story part</b></p> <p><b>Extended vocabulary to introduce 5 story parts:</b>  <b>Introduction</b> –should include detailed description of setting or characters  <b>Build-up</b> –build in some suspense towards the problem or dilemma  <b>Problem / Dilemma</b> –include detail of actions / dialogue  <b>Resolution</b> - should link with the problem  <b>Ending</b> – 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><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b>  <b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or information.  <b>Short sentences</b> for emphasis and making key points  e.g. Sam was really unhappy.  Visit the farm now.</p> <p><b>Embellished simple sentences:</b>  <b>Adverb starters to add detail</b>  e.g. Carefully, she crawled along the floor of the cave....  Amazingly, small insects can....  <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter <b>(fronted adverbials)</b>  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.</p> <p><b>Compound sentences (Coordination)</b>  using connectives: and/ or / but / so / for /nor / yet  (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions  -<b>'ing' clauses as starters</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b>  Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b>  e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.  Drops of rain pounded on the corrugated, tin roof.</p> <p><b>Nouns formed from prefixes</b>  e.g. auto... super...anti...</p> <p><b>Word Families based on common words</b>  e.g. teacher –teach, beauty – beautiful</p> <p><b>Use of determiners</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Colon before a list</b>  e.g. What you need:</p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p><b>Use of commas after fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 - description</li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun</b></p> <p><b>Verb / adverb</b></p> <p>Bossy verbs</p> <p><b>Tense (past, present, future)</b></p> <p>Connective</p> <p>Generalisers</p> <p>Alliteration</p>

<p><b>Non-Fiction</b> <b>Introduce:</b></p> <p><b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Paragraphs to organise ideas around a theme</b></p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p><b>Middle Section(s)</b> 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><b>Develop Ending</b> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. I have written it down so I can check what it said.</p>	<p>e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b> e.g. The girl, whom I remember, 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.</p> <p><b>Sentence of 3 for description</b> e.g. 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.</p> <p><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce nonfiction paragraphs</b> e.g. Dragons are found across the world.</p> <p><b>Dialogue –powerful speech verb</b> e.g. "Hello," she whispered.</p>	<p><b>a or an according to whether next word begins with a vowel</b> e.g. a rock, an open box</p>		<p>Simile – 'as' / 'like'</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Word family</li> <li>• Conjunction</li> <li>• Adverb</li> <li>• Preposition</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Prefix</li> <li>• Consonant/Vowel</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Determiner</li> <li>• Synonyms</li> <li>• Relative clause</li> <li>• Relative pronoun</li> <li>• Imperative</li> <li>• Colon for instructions</li> </ul>
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## YEAR 3 ALAN PEAT SENTENCE SKILLS

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
YEAR 3	<b>BOYS Sentences</b>	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma (,) and the last part always begins with a conjunction.	- using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)
	<b>As -ly</b>	As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path.  As the water heats up quickly, a change of state happens called 'evaporation'.	- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action.	- Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2) -
	<b>__ing, __ed.</b>	Walking in the bush, she stopped at the sight of a crocodile facing her.  Running near the beach, he halted as the ground gave way.  Jumping quickly through the air, she landed on her feet before sprinting away	- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.	- Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	<b>Doubly -ly ending</b>	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. He tiptoed quietly and carefully.	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	- Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)

## YEAR 4

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b> <b>Ending</b> Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information <b>Short sentences</b> to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> 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><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunctions and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b> at underneath since towards beneath beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative adjectives</b> e.g. small...smaller...smallest good...better...best</p> <p><b>Proper nouns</b> refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p><b>The grammatical difference between plural and possessive</b> –s</p> <p><b>Standard English</b> forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Commas to mark clauses</b></p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line <b>Comma</b> between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p><b>Apostrophes to mark singular and plural possession</b> (e.g. the girl's name, the boys' boots)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b></p> <p><b>Suffix/ Prefix</b></p> <p><b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b></p> <p><b>Verb / Adverb</b></p> <p>Bossy verbs – imperative</p> <p><b>Tense (past, present, future)</b></p>

<p><b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing –up' grid</p> <p><b>Paragraphs to organise ideas around a theme</b> Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences</b></p>	<p><b>-‘ed’ clauses as starters</b> e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>Drop in –‘ing’ clause</b> e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> 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.</p> <p><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue - verb + adverb -</b> “Hello,” she whispered, shyly.</p> <p><b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b></p>			<p>Connective</p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p>Determiner/ generaliser</p> <p><b>Clause</b></p> <p><b>Subordinate clause</b></p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Fronted adverbial</li> <li>• Apostrophe - possession</li> </ul>
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## YEAR 4 ALAN PEAT SENTENCE SKILLS

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
YEAR 4	<b>2A Sentences</b>	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	- A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)
	<b>Emotion, comma</b>	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.	- Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	<b>Verb, person</b>	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)
	<b>If, if, if, then.</b>	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.  If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)
	<b>With a(n) action, more action</b>	With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon. With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack.	- This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)

# YEAR 5

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Secure independent use of planning tools:</b> Story mountain / grids/flow diagrams</p> <p><b>Plan opening using:</b> Description / action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks</p> <p><b>Introduction</b> –should include action / description -character or setting / dialogue</p> <p><b>Build-up</b> –develop suspense techniques</p> <p><b>Problem / Dilemma</b> –may be more than one problem to be resolved</p> <p><b>Resolution</b> –clear links with dilemma</p> <p><b>Ending</b> –character could reflect on events, any changes or</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b> Main and subordinate clauses with full range of conjunctions:</p> <p><b>Expanded –ed clauses as starters</b> 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><b>Elaboration of starters using adverbial phrases</b> 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><b>Drop in –‘ed’ clause</b> e.g. Poor Tim, exhausted by so much effort, ran home.</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. someone, somewhere was out to get him</p> <p><b>Developed use of technical language</b></p> <p><b>Converting nouns or adjectives into verbs using suffixes</b> (e.g. –ate; –ise; –ify)</p> <p><b>Verb prefixes</b> (e.g. dis–, de–, mis–, over– and re–)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b></p> <p><b>Suffix/ Prefix</b></p> <p><b>Word family</b></p> <p><b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b></p> <p><b>Verb / Adverb</b></p> <p>Bossy vbs - imperative</p> <p><b>Tense (past, present, future)</b></p> <p><b>Conjunction / Connective</b></p> <p><b>Preposition</b></p>

<p>lessons, look forward to the future, ask a question.</p> <p><b>Non -Fiction</b></p> <p><b>Introduce:</b></p> <p><b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b></p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech (speech + verb + action)</b> e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g. might, should, will, must)</p>			<p>Determiner/ generaliser</p> <p><b>Pronoun – relative/ possessive</b></p> <p><b>Clause</b></p> <p><b>Subordinate/ relative clause</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> </ul> <p><b>Tense: Present and past progressive</b></p>
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## YEAR 5 ALAN PEAT SENTENCE SKILLS

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
YEAR 5	<b>3 __ed</b>	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)
	<b>Noun, which/who/where</b>	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)
	<b>2 pairs sentences</b>	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by and	- Indicating degrees of possibility using adverbs p.78 (English Appendix 2)
	<b>3 bad – (dash) question?</b>	Cold, dark, airlessness – which would kill the spaceman first?  Greed, jealousy, hatred – which of these is most evil?	- 3 negatives followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)
	<b>Name – adjective pair – sentences</b>	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)

	<b>O. (I.)</b>	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>I was delighted (but I felt scared that something was about to go wrong).</p> <p>Bravely I looked behind me (but I was deeply worried).</p>	<p>- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.</p>	<p>- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</p>
	<b>-er, -er sentences</b>	<p>The bigger the object, the larger the shadow.</p> <p>The greater the number of cells, the brighter the bulb</p> <p>The rougher the surface, the greater the friction, the slower the movement.</p>	<p>These are often used in the conclusions of science experiments to describe the relationship between the independent variable and the dependent variable.</p>	

## YEAR 6

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b></p> <p><b>Secure planning across nonfiction genres and application</b></p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs</b> to create effect e.g. <b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> 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><b>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> (such as the use of</p>	<p><b>Consolidate Year 5 list</b></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><b>Consolidate Year 5 list</b></p> <p>Use of the <b>semi-colon, colon and dash</b> to indicate a stronger subdivision of a sentence than a comma</p> <p>How <b>hyphens</b> can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Indirect speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy verbs - imperative</p> <p><b>Tense (past, present, future)</b> <b>Tense: Present and Past Progressive</b> <b>Tense: Present and past perfect</b></p> <p><b>Modal verb</b></p>

<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:  <b>semantic cohesion</b> (e.g. repetition of a word or phrase),  <b>grammatical connections</b> (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence),  and <b>elision</b></p> <p>Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>	<p>question tags, e.g. He's your friend, isn't he?,  or the use of the <b>subjunctive</b> in some very formal writing and speech)</p> <p><b>Indirect speech</b></p>			<p><b>Conjunction / Connective</b>  <b>Preposition</b>  <b>Determiner/</b> generaliser  <b>Pronoun – relative/ possessive Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – 'as' / 'like'  Synonyms  Metaphor  Personification  Onomatopoeia</p> <p><u><b>Introduce:</b></u></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Ellipses</b></li> <li>• <b>Subjunctive</b></li> </ul>
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## YEAR 6 ALAN PEAT SENTENCE SKILLS

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
YEAR 6	<b>De: De Sentence</b>	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	- Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	<b>Some; others</b>	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	- Some; others sentences begin with the word some and have a semi-colon to replace the word but. - There is no capital letter after the semicolon.	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	<b>Imagine 3 examples:</b>	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	Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)
	<b>The more, the more</b>	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	- This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.	- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2)
	<b>'Irony' sentences</b>	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	- An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	- The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)

YEAR	SENTENCE TYPE	EXAMPLE	RULE	LINK TO NATIONAL CURRICULUM
Y6 EXTRA	<b>Emotion – consequence</b>	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	- This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.	
	<b>Tell: show 3 examples; sentences</b>	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semicolons are used between the details rather than commas.	
	<b>When; when; when, then sentences.</b>	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	- The sentence type ends with a statement e.g. the haunting begins.	