

EYFS Framework & Development Matters

Communication & Language

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh; multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.

Reception

- Connect one idea or action to another using a range of connectives.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELGs

Listening, Attention & Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Three and Four-Year-Olds

- Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing
- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELGs

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Writing

Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide)

Word Structure/Language	Sentence Construction	Text Structure	Punctuation	Terminology
Determiners <i>the, a, my, your, an, this, that, his, her, their, some, all</i> Prepositions: <i>up, down, in, into, out, to, onto</i> Adjectives e.g., <i>old, little, big, small, quiet</i> Adverbs e.g., <i>luckily, unfortunately, fortunately</i> Similes – using 'like'	Simple sentences Simple Connectives/conjunctions: <i>and, who, until, but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences coordinating conjunctions: <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: <i>e.g., He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names, Labels, Captions, Lists, Diagrams, Message	Finger spaces Full stops Capital letters	Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’
Simple phrases and sentence structures are taught through opportunities in shared and guided writing . These are based on a range of texts, including the Reception Literacy Spine e.g., labels and captions to describe the Gruffalo or simple instructions for planting a seed.		Sentence Structures are also taught through RWInc Phonics sessions using a range of strategies e.g., MTYT (My turn Your Turn), TOL (Talk Out Loud), Fred Fingers for spelling, re-reading to check writing makes sense, Examples of sentences modelled and practised during RWInc Phonics sessions: <i>I am a cat. I am wet.</i>		

Year 1 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence Construction	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p> <p>Determiners: the, a, an, my your, his, her</p> <p>Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above</p> <p>Adjectives to describe e.g., <i>The old house... The huge elephant...</i></p> <p>Alliteration e.g., <i>dangerous dragon; slimy snake</i></p> <p>Similes: as big as an elephant</p> <p>Adverbs of manner (how) to describe a verb, ending in “-ly”</p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i></p> <p>Compound sentences using coordinating conjunctions and/or/but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they</i></p>	<p>Sequencing sentences to form short narratives</p> <p>Fiction: Planning Tools: Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Sequencing sentences to form short narratives</p> <p>Non-fiction: Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences Bullet points for instructions Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Separation of words with Spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>

Year 1 Sentence Structures to Teach Year by Year

1. subject + verb + adverbial: *The dog barked at the children.*
2. repetition of verb + adverbial: *Sally ran and ran all the way home.*
3. "like" + activity + adverbial: *We like throwing the balls in the bucket.*
4. "saw" + noun + activity: *We saw Mr Lane sweeping the leaves.*
5. Subject performs 2 actions joined by "and" (subject not repeated): *Mum opened the box and took out the teddy.*
6. 2 main clauses in contrast to one another, joined by "and": *The cow is big and the mouse is small.*
7. Repetition of auxiliary verb for emphasis: *Polly didn't sit down and she didn't eat her lunch.*
8. 2 main clauses in contrast to one another, joined by "but": *The sun was hot but the sea was cold.*
9. 2 main clauses providing options, joined by "or": *You can comb it or you can brush it.*
10. "must" governing 2 main clauses (subject not repeated): *You must clean your teeth and eat some fruit.*
11. A question, correctly punctuated: *Is the bird hungry?*
12. An exclamation correctly punctuated: *Run! Ouch! Help!*
13. Compound sentence using "so": *Mum was busy so I played with my toys.*
14. Start with time adverbial: *In the afternoon we went to my cousin's house. Next, he cut it out.*
15. Start with a place adverbial: *In the garden he saw an old man.*
16. Traditional story language: *Once upon a time...*
17. Begin with imperative verb: *Underline the correct word.*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, 'Sentence Structures to Teach Year by Year'

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 1 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Use predictable and repeated phrases in own writing drawn from reading and role-play	Use traditional story language	Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.
Describe a character using simple adjectives	Structure story into 3-5 parts	Structure writing using some features of the given form
Write sentences to match pictures, or sequences of pictures, illustrating an event	Describe a setting, something or someone with some appropriate adjectives	Write instructions with some expansion about something they know well including imperative verbs.
Write simple instructions in order with some imperative verbs	Write in first person using capital letter for "I"	Assemble information about a topic, describing different aspects of the subject.
Write sentences sometimes demarcated accurately with full stops	Write sentences mostly demarcated by full stops and capital letters	Use the conjunction "and"
Begin to separate words with spaces	Experiment with exclamation marks	Use descriptive language with some use of comparative and superlative adjectives
Begin to use capital letters for the beginning of sentences and for names	Write in sequence using words to signal time e.g. first, next, then, after	Spell words containing each of the 40+ phonemes taught
Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible	Maintain past tense	Use simple past and present verbs mostly accurately
Makes phonetically plausible attempts to spell words that have not been learnt	Spell most common exception words taught so far	Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences
Form many lower case letters in the correct direction, starting and finishing in the right place.	Form most lower case letters in the correct direction, starting and finishing in the right place.	Use spaces between words
	Form lower-case letters of the correct size relative to one another in some of their writing	Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits
		Use features of standard English
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Independently structure writing by ordering sequence of events with use of words like first, next, after, when.	Independently choose to expand ideas and sentences using "and"	Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
Make careful choices of adjectives.	Independently choose to add detail using a variety of adjectives	Always think about reader as they write, making precise choices
Distinguish between a statement and a command	Independently choose to use and apply vocabulary gathered from reading.	Choose to expand ideas with simple conjunctions and descriptive language
Expand by including more instructional features e.g. numbered points	Consider the reader when making vocabulary choices	Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately
	Read own writing to check it makes sense	Add the suffixes -ing, -ed, -er to spell many words correctly
	Make simple edits and corrections to own writing after discussion with the teacher	Evaluate the impact of writing on the reader
		Articulate own success criteria

Year 2 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence Construction	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er and by compounding e.g., whiteboard, superman</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch; slimy slugs</i></p> <p>Similes using...like... e.g., ... <i>like sizzling sausages ...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g., <i>The scary, old woman... Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g., <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g., <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>Generalisers for information, e.g., some, most, all, many, much, more, <i>Most dogs.... Some cats....</i></p> <p>Formation of adjectives</p> <p>Move from generic nouns to specific nouns, e.g., “dog” to “terrier”</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification e.g., <i>the blue butterfly, plain flour, the man in the moon</i></p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>‘ly’ starters e.g., <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g., <i>Tom ran quickly down the hill.</i></p> <p>Drop in a relative clause: who/which e.g., <i>Sam, who was lost, sat down and cried.</i> <i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions: <i>when / if/ that/ because</i> e.g., When <i>the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g., <i>lots of people, plenty of food</i></p> <p>Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)</p> <p>List of 3 for description e.g., <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i></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 e.g., <i>she is drumming, he was shouting</i></p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ ‘Boxing-up’ grid</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. <i>In a land far away... One cold but bright morning...</i> Build-up e.g., <i>Later that day</i> Problem / Dilemma e.g., <i>To his amazement</i> Resolution e.g., <i>As soon as</i> Ending e.g., <i>Luckily, Fortunately,</i> 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 Secure use of planning tools: Text map / washing line / ‘Boxing –up’ grid Introduction: Heading; Hook to engage reader; Factual statement / definition; Opening question Middle section(s) 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 Ending Make final comment to reader; Extra tips! / Did-you-know? facts / True or false?</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (contracted forms) e.g., don’t, can’t and to mark singular possession in nouns e.g., the girl’s name</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p>	<p>Noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>suffix</p> <p>adjective</p> <p>adverb</p> <p>verb tense (past, present)</p> <p>apostrophe</p> <p>comma</p>

Year 2 Sentence Structures to Teach Year by Year

1. "When" introduces a complex sentence: *When she saw the cat, she laughed out loud.*
2. "When" used in middle position of complex sentence: *She laughed out loud when she saw the cat.*
3. As above, but with imperative verbs: *When you have finished, leave it to dry.* or *Leave it to dry when you have finished.*
4. 2 adjectives before a noun – include comma: *She showed them an ancient, wrinkled piece of leather.*
5. "Before" used in both positions in a complex sentence: *Before we sat down, we looked at the seat.* or *We looked at the seat before we sat down.*
6. "After" used in both positions in a complex sentence: *After we sang the song, we played games.* or *We played games after we sang the song.*
7. "Because" used in both positions in a complex sentence: *He started to cry because he couldn't find his dog.* or *Because he couldn't find his dog, he started to cry.*
8. "As soon as" used in both positions in a complex sentence: *As soon as they saw Mum, they started to smile.* and *They started to smile as soon as they saw Mum.*
9. Simile: *The king was as proud as a peacock.*
10. Begin sentence with a simile: *As angry as a storm, the king burst through the door.*
11. Begin sentence with adverb: *Suddenly, she heard a noise.*
12. Begin instruction with adverb: *Carefully, cut around the edges.*
13. Begin sentence with "feeling" adverb: *Sadly, we all got back on the coach.*
14. Exclamation punctuated correctly: *Oh no!*
15. Rhetorical question: *Was it a monster?*
16. Verb "to be" + 2 adjectives: *The witch was cruel and hungry.*
17. Begin with time connective: *Later, they found out what the noise was.*
18. Begin instruction with chronological time connective: *Next, collect all the items you need.*
19. Use commas in a list: *My favourite drinks are water, orange juice and apple juice.*
20. Use "while" in a subordinate clause: *They ate popcorn while they watched the film.*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, 'Sentence Structures to Teach Year by Year'

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 2 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language.	Write simple, coherent narratives in four parts.	Write simple, coherent narratives in four parts.
Use information from research to group and assemble information into a short non-chronological report.	Write about a real experience structured appropriately.	Write about real events, recording these simply and clearly.
Write about a real event, recording it simply and clearly.	Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.	Write a simple persuasive piece.
Demarcate sentences with capital letters and full stops.	Expand noun phrases to describe and specify.	Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.
Understand how to write in the past tense.	Demarcate many sentences with capital letters and full stops, and use question marks correctly when required.	Use past tense mostly correctly and consistently.
Write in the first and third person.	Use capital "I" for personal pronouns.	Use co-ordination (e.g., or/and/but) and some subordination (e.g., when/if/that/because) to join clauses.
Begin to expand writing using co-ordinating conjunctions (e.g., or/and/but).	Use a wider range of subordination (e.g., when/if/that/because) to join clauses.	Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.
Form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another in most of their writing	Spell many common exception words.
Form lower-case letters of the correct size relative to one another in some of their writing.	Use spacing between words that reflects the sizes of the letters.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly.	Spell common exception words covered so far.	
Spell most common exception words taught so far.		
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Expand information using some subordination AND coordination.	Write effectively and coherently to recount, instruct and entertain.	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
Use some expanded noun phrases to describe and specify.	Decide on the structure of writing based on its form.	Experiment with simple figurative language.
Use a wider range of adjectives e.g., superlative and comparative adjectives.	Know what features to change when changing the form of writing.	Make simple additions, revisions and proof-reading corrections to their own writing.
Structure own writing deciding on what goes in each part.	Identify where words are spelt incorrectly.	Spell most common exception words.
	Edit own writing with simple corrections.	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) *)
	Add suffixes to spell some words correctly.	Use the diagonal and horizontal strokes needed to join some letters.
	Experiment with cursive writing.	Independently choose to use features of different forms of writing showing awareness of audience and form.
	Understand 1st person and 3rd person writing.	
	Experiment with a range of ways of expanding nouns.	
	Experiment with adverbs.	

Year 3 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes e.g., super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel e.g., a rock, an open box</p> <p>Word families based on common words, showing how words are related in form and meaning e.g., solve, solution, solver, dissolve, insoluble</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g., stare, tremble, slither</p> <p>Boastful Language e.g., magnificent, unbelievable, exciting!</p> <p>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><i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p>Expressing time, place and cause using conjunctions e.g., when, before, after, while, so, because, adverbs e.g., then, next, soon, therefore, or prepositions e.g., before, after, during, in, because of</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g., <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g., <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) e.g., <i>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.</i></p> <p>Compound sentences (Coordination) using coordinating conjunctions: <i>and/ or / but / so / for /nor / yet</i></p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>-ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g., <i>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.</i></p> <p>Sentence of 3 for description e.g., <i>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.</i></p> <p>Pattern of 3 for persuasion e.g., <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g., <i>"Hello," she whispered.</i></p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past e.g., He has gone out to play contrasted with He went out to play</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>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 characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem 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 Secure use of planning tools: e.g., Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts/ Wow comment</p> <p style="text-align: right;">Lists of</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Use of commas after fronted adverbials (e.g., <i>Later that day, I heard the bad news.</i>)</p>	<p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant letter</p> <p>vowel</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 3 Sentence Structures to Teach Year by Year

1. Begin with adverb, action + "because" clause: *Miserably, they cried because the treasure had all gone. Quickly we got into groups because we wanted to start the game.*
2. Begin instruction with adverb, action + subordinate clause: *Gently push them together before the glue dries.*
3. "So" used in both positions in a complex sentence: *They opened the gate so they could go into the meadow below. and So she could never forget, she took one last look at the dragon.*
4. Adverb included in "so" complex sentence: *We watched the birds silently so we would not frighten them away.*
5. Begin with adverb, action + "so" clause: *Silently, he looked through the window so he could see what was going on below.*
6. "To" + verb used in sense of "in order to" in both positions in complex sentence: *Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.*
7. Short sentence for dramatic impact: *Sarah shuddered.*
8. List of 3 adjectives, correctly punctuated: *She was tired, hungry and exhausted.*
9. List of 3 actions: *He picked it up, stuffed it into his pocket and hurried towards the teacher.*
10. As for 8. but begin with the adjectives: *Lively, loud and friendly, the puppy soon cheered him up.*
11. 2 double adjectives in the same sentence: *He was a short, scruffy man carrying a battered, green folder.*
12. Begin sentence with "Where?" adverbial: *Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.*
13. Speech punctuated correctly before and after verb of saying: *"Come inside," said the old witch. The old witch said, "Come inside."*
14. Use alliteration: (and simile in this example!) *He crept cautiously like a cunning cat.*
15. Use 1 or more examples of onomatopoeia: *The stream gurgled and spluttered its way through the leafy forest.*
16. Double -ly adverb: *Confidently and quickly he strode into the palace.*
17. The more.... the more.... : *The more he screamed, the more frightened he became.*
18. Use question punctuated correctly in speech: *"Can you see me?" asked Sarah.*
19. Use exclamation punctuated correctly in speech: *"Remember the book!" shouted Dad.*
20. Use adverbs to qualify adjectives (very / really / extremely / quite etc): *It was extremely dark as they searched for the very old key.*
21. Begin a subordinate clause with "If": *If I keep my room tidy, I will be able to find things.*
22. Use expanded noun phrases: *The boy with the sad eyes led her to the door under the old bridge.*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, 'Sentence Structures to Teach Year by Year'

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 3 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Write a four-part story with strong ending.	Re-tell or write own story varying voice and intonation to create effects and sustain interest.	Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.
Some use of inverted commas to mark direct speech.	Write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.	Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.
Maintain writing in the 1st person.	Write a formal information piece with a specific audience and specific form.	Present a persuasive point of view in the form of a letter.
Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.	Organise paragraphs around a theme.	Plan with a clear purpose, audience and form.
Write a series of extended sentences to explain a process.	Use heading and sub-headings to aid presentation.	Express time, place and cause using conjunctions.
Show some awareness of different sentence openers including adverbs.	Begin to experiment with figurative language.	Independently organise paragraphs around a theme.
With support begin to use paragraphs to organise ideas.	Use some words that capture the reader's interest, imagination and create a specific effect on the reader.	Use expanded noun phrases to add detail and precision to writing.
Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession.	Use inverted commas to punctuate direct speech.	Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.
Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far.	Capital letters, full stops, question marks and exclamation marks used mostly correctly.	Use inverted commas to punctuate direct speech
Use diagonal and horizontal strokes needed to join letters in some of their writing.	Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly.	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly.
	Begin to use joined writing throughout independent writing.	Use joined writing throughout independent writing.
		Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Independently choose and know what to adapt and include when changing the form of writing.	Use dialogue to support characterisation and set the scene to a story.	Explore a range of organisation devices depending on the form and purpose of the writing
Maintain writing in the 1st and 3rd person.	Apt use of vocabulary especially verbs	Select precise vocabulary based on the audience and style of writing
Include additional features for the form and audience of the writing.	Independently choose and know what to adapt and include when changing the form of writing.	Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing
Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proofread to make corrections.	Inverted commas used mostly accurately	Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.
	Use the language of comparison and contrast in report writing	
	Evaluate own writing against the purpose, text structure, audience	

Year 4 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence	Text	Punctuation	Terminology
<p>The grammatical difference between plural and possessive –s</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>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials e.g., <i>Later that day, I heard the bad news.</i></p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g., <i>It was midnight. It's great fun.</i></p> <p>Start with a simile e.g., <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunctions <i>and / or / but / so / for / nor / yet</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun.</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Secure use of planning tools: e.g., story map /story mountain /story grids /‘Boxing-up’ grids</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction, Build-up, Problem / Dilemma, Resolution & Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map/ washing line/ ‘Boxing –up’ grid</p> <p>Paragraphs 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>Introduction, Middle section(s) & Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p>Use of commas after fronted adverbials</p> <p>Apostrophes to mark plural possession e.g., the girl's name, the girls' names</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”</p> <p>Each new speaker on a new line</p>	<p>determiner</p> <p>pronoun</p> <p>possessive</p> <p>pronoun</p> <p>adverbial</p>

Year 4 Sentence Structures to Teach Year by Year

1. Prepositional phrase used to describe a thing or person + how adverb + "Where?" adverbial: *The girl with the red hair laughed loudly in the garden.*
2. Descriptive phrase separated with a pair of commas: *The book, wrapped in shiny paper, lay unnoticed on the table.*
3. A "How?" adverbial (especially, to describe feelings) *The sad boy cried in despair.*
4. Two adjectives (separated by commas) before a noun + "How?" adverb + where adverbial: *The confused, angry teacher stomped angrily into the office.*
5. Prepositional descriptive phrase + look / seem/ sound + 2 adjectives: *The plant with no light looked yellow and unhealthy.*
6. Two simultaneous clauses joined by "as": *The mighty oak shuddered as the thunder roared.*
7. Complex sentence with comparison beginning "as if": *They ran as if they were running for their lives.*
8. Complex sentence beginning with –ing verb + comma after subordinate clause: *Laughing crazily, the witch followed them through the dusty woods.*
9. Begin with –ing verb + comma+ 2 alliterating verbs: *Sighing loudly, John stood and stared.*
10. –Ing verb beginning + comma + "How?" and "Where?" adverbials: *Buzzing loudly, the bee flies furiously from flower to flower.*
11. Three actions+ correct comma: *The dog sniffed the shoe, dug a hole and quickly buried it.*
12. Descriptive phrase separated by pair of commas: *Harry, my mum's friend, is a postman.*
13. Embedded clause describing person + 2 commas: *The man, who had a mean smile, stared at them.*
14. Embedded clause describing thing + 2 commas: *The volcano, which had recently erupted, was still smouldering.*
15. Embedded clause describing place + 2 commas: *The playground, where most of our games take place, is not big enough.*
16. –Ing verb opener + comma + saw / noticed / heard + noun followed by -ing verb clause: *Glancing up at the sound, she noticed a strange face staring at her.*
17. Use of names and specific nouns: *Pedro the over-sized poodle ate his favourite beef biscuits.*
18. Confident use of "How?" "Where?" and "When?" adverbials + combining them + changing order: *At last they sat down. They sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.*
19. Colon to introduce a list: *This is what you need: cardboard, scissors, glue, string and coloured pencils.*
20. Apply colon and list to description: *This is what he could see: trees, statues, huts and a few horses.*
21. List of questions: *Why were the Romans such good soldiers? And builders? And craftspeople?*
22. Use persuasive sentence openers: *Surely it is obvious that.... Most sensible people think that...*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, 'Sentence Structures to Teach Year by Year'

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 4 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Plan and write their own version of a familiar story with a focus on varied and rich vocabulary.	Plan a complete story focussed on organisational devices.	In narratives, write in role and describe settings and characters using “show not tell” techniques.
Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Write a report with a clear audience and specific form.
Write a recount in the 1st person with a clear audience and form.	Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.	Write a comparative report based on their own notes taken from several sources.
In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words.	Write a recount in the form a newspaper report.	Use a range of devices to structure the writing and support the reader based on the form and purpose.
Organise into paragraphs around a theme and for different sections of a story.	Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose.	Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).
Include descriptive and expanded noun phrases to evoke setting and make it more vivid.	Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately.	Use fronted adverbials including the correct use of a comma.
Use of varied and rich vocabulary drawn from reading.	Use present, past, progressive and perfect tense verb forms mostly accurately.	Develop the use of sentences with more than one clause by using a wider range of conjunctions.
Begin to use fronted adverbials.	Use pronouns and nouns to aid cohesion and avoid repetition.	Effectively use conjunctions, adverbs and prepositions to express time, cause and place.
Use inverted commas accurately to punctuate direct speech.	Confidently use fronted adverbials using a comma after the fronted adverbial.	Spell correctly most words from the year 3/4 spelling list.
Begin to use sentences with more than one clause.	Begin to use relative clauses.	Use joined-up writing throughout all independent writing.
Spell some words from Year 3/4 correctly and spell words in contracted form correctly.	Develop the use of sentences with more than one clause.	Make simple additions, revisions and proof-reading corrections to their own writing.
Consistently use joined writing.		
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Use character descriptions designed to provoke sympathy or dislike in the reader.	Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.	Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.
Extend the range of sentences with more than one clause by using a wider range of conjunctions.	Independently choose to use a range of organisational and cohesive devices to help structure texts.	Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.
Use sentence type and length to create tension and impact on the reader.	Use a range of conjunctions to support cohesion within writing.	Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation.
Adapt or maintain writing in the 1st and 3rd person.	Adapt style of writing based on a change to audience and form.	Consistently use a range of conjunctions to support cohesion.
Select form of writing and make vocabulary and grammar choice based on audience.	Select own success criteria.	Use a range of precise vocabulary.
	Explore and manage the shifts between past and present tense appropriately within information texts.	Consistently produce legible joined handwriting.
	Use a range of descriptive techniques to manage changes in mood and atmosphere.	Evaluate and re-draft own writing, proposing changes to grammar and vocabulary.

Year 5 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence	Text	Punctuation	Terminology
<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>)</p> <p>Verb prefixes (e.g., <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone</i>, <i>somewhere</i> was out to get him</p> <p>Developed use of technical language</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs e.g., perhaps, surely or modal verbs e.g., might, should, will, must</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded -ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g., <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in -'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser-known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g., lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g., <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p>	<p>Secure independent use of planning tools Story mountain / grids/ flow diagrams</p> <p>Plan opening using: Description /action/ dialogue</p> <p>Paragraphs: Devices to build cohesion within a paragraph e.g., then, after that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time e.g., later, place e.g., nearby and number e.g., secondly or tense choices e.g., he had seen her before</p> <p>Use 5-part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>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>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Rhetorical question</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>

Year 5 Sentence Structures to Teach Year by Year

1. A pair of adjectives separated from rest of sentence by commas: *The children, tired and hungry, stumbled to the door.*
2. Begin the sentence with pair of adjectives: *Tired and hungry, the children stumbled to the door.*
3. Start sentence with past tense –ing verb: *Having started the investigation, we needed to finish it.*
4. As in 3. but using imperative: *Having designed your chair, make a list of what you will need.*
5. Begin with prepositional phrase + comma: *With a large shovel, he began to clear away the snow. With a look of radiant happiness, she opened the door to the garden.*
6. As in 5. but using imperative: *With an old pen, scratch your design carefully onto the polystyrene.*
7. Superlative phrase describes subject of sentence + 2 commas: *Stig, the largest of the three pups, was the most mischievous.*
8. Begin or end with "like" simile: *Like a huge golden coin in the sky, the sun beamed down on the old farmhouse. The sun beamed down on the old farmhouse like a huge golden coin in the sky.*
9. Develop description of items in the list following a colon: *This is what they saw: golden sand, rows of deck chairs, crowds of people and one monstrous seagull.*
10. Begin with past participle of verb + comma at end of subordinate clause: *Surrounded by forest, there seemed no hope of escape.*
11. Begin with adjective + comma (especially feelings): *Stunned, he could think of nothing to say.*
12. Speech and action show character's feelings + comma: *"Terrible!" said Asif, laughing at his dad.*
13. Sentence ends with –ing clause + comma before it: *The sad old man shuffled slowly into the shop, carrying a battered old suitcase.*
14. "When?" "How?" and "Where?" adverbials + 2 adjectives separated by comma: *Five minutes later, the crumbling, dilapidated building exploded loudly into the air.*
15. Use range of conjunctions at start of and in middle of sentence + comma after subordinate clause at start of sentence: *Until he looked carefully, he could not work out the puzzle. It could be dangerous if they did not take action soon.*
16. Reported speech with correct tenses: *The teacher said that he wanted to speak to the whole class.*
17. Impersonal verbs: *It is thought that the whole species is now extinct.*
18. Extend a simile (Where? When?): *He was as proud as a king being crowned in a golden cathedral.*
19. Two sentences – the 1st tells what's happening on the outside; the 2nd (in brackets) tells the inside story: *She smiled bravely at Adam's suggestion. (But inside she felt doubtful and afraid.)*
20. Adjective – adjective + reason: *The man was grumpy – grumpy because the children kept asking him questions.*
21. Use personification to describe the weather: *The wind whispered messages of fear. The drizzle hugged him in a soggy cuddle.*
22. Use metaphors in description: *Her thoughts were a deep muddy pool of despair.*
23. Use a range of connectives to link / contrast ideas: *Therefore, most people wear lighter clothes in summer. On the other hand, it is possible to disagree with this opinion.*
24. Provide the answer after the colon: *The answer was obvious: send for Simon! There is an easy solution to this: provide more rubbish bins.*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, Grammar Hammer, 'Sentence Structures to Teach Year by Year'

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 5 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.	Effectively use dialogue to convey character and advance the action.	In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.
Write a recount with a specific form and audience.	Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	Write with a non-linear structure.
Begin to adapt writing based on a change in the audience.	Write a linear procedural text with a wide range of presentational and organisational devices.	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader.
Use literary devices such as repetition, alliteration, "rule of three".	Use a wide range of presentational and organisational features to structure texts specific to the form and audience.	Plan, compose, edit and refine an explanation text showing good awareness of the reader.
Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.	Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.	Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary.
Begin to use dialogue to convey character and advance the action.	Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.	Use dialogue to convey character and advance the action.
Begin to use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs	Use commas to clarify meaning and avoid ambiguity.	Use preposition phrases and expanded noun phrases to add detail, qualification and precision.
Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g., with one or more adjectives, with a modifying adjective, with a preposition phrase.	Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.	Build cohesion within and across a paragraph using a range of devices.
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones.	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.	Spell correctly many words from Yr5/6.
	Consistently produce legible joined handwriting.	Consistently produce legible joined writing.
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Independently adapt language choices based on the audience and the intended impact on the reader.	Develop writing into a parallel narrative telling same events from two points of view.	Choose to combine text-types to support overall effectiveness of the writing.
Write for more than one audience, managing changes in content, features and levels of formality.	Start to build cohesion within a paragraph e.g., some use of pronouns, conjunctions and reference chains.	Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.
Embed one text-type within another, controlling the writing and maintain the overall purpose.	Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.	Select precise vocabulary and grammatical structures.
Use a wide range of clause structures, sometimes varying their position within a sentence.	Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.	Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader.
	Use the full range of punctuation taught correctly and appropriately.	Use the full range of punctuation taught correctly and appropriately.
	Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.
		Develop own success criteria and makes choices on audience and form of writing.

Year 6 Grammar & Punctuation Progression

(Pie Corbett's Teaching Guide & NC Statutory Content from Appendix 2)

Word Structure/Language	Sentence	Text	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g., <i>find out – discover; ask for – request; go in – enter</i></p> <p>How words are related by meaning as synonyms and antonyms e.g., <i>big, large, little</i></p> <p>Build in literary feature to create effects e.g., alliteration, onomatopoeia, similes, metaphors</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Use of the passive to affect the presentation of information in a sentence e.g., <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i></p> <p>Active and passive verbs to create effect e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases 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>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g., the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were or Were they to come</i> in some very formal writing and speech]</p>	<p>Secure independent planning across story types using 5-part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5-part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction: Secure planning across non-fiction genres and applications</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>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>Layout devices e.g., headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g., repetition of a word or phrase), grammatical connections (e.g., the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and elision</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g., <i>It's raining; I'm fed up</i></p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity e.g., <i>man-eating shark</i> versus <i>man-eating shark, or recover versus re-cover</i></p>	<p>Subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>

Year 6 Sentence Structures to Teach Year by Year

1. Embedded –ing clause + pair of commas: *Sasha, hoping to meet him again, had returned to the library.*
2. Embedded past participle clause + pair of commas: *Tom, beaten by his old enemy, was feeling humiliated and tired.*
3. Passive verb: *The phones had been confiscated and locked away by the Year 6 teacher.*
4. Passive verb without agent: *The book had been badly damaged.*
5. If ... clause + comma + conditional verb: *If everyone saved a little money, it would soon make a difference.*
6. As for 5. but past tense: *If only she had known what to expect, she would have worn something different.*
7. Conditional as above but starting with "had": *Had they known how hard it would be, they would have never started the climb.*
8. –Ing verb in 1st clause, impersonal verb in 2nd: *Weighing up all the evidence, it can be seen that school uniform is a good idea.*
9. Further develop list description. semi-colon separates long items in a list: *This is what she saw on the table: a rusty iron box with broken hinges; a pile of hand-written documents; an opened bottle of red wine and a bowl of mouldy cherries.*
10. Begin adjective + preposition + subordinate clause: *Astounded at what had happened, they immediately decided to give up.*
11. Open with developed phrase describing subject of main clause: *Thought to be the first of its kind in the world, this machine eliminates the need for eating.*
12. So + adjective + that + exaggeration: *He was so evil that even vampires shrank away in fear.*
13. As in 12 but developed: *When baby Arabella cried, her piercing shrieks and sobs were so deafening that people living four streets away could not hear their television.*
14. More than one subordinate clause, + "no matter...": *Joining the two pieces together, he realised (that) the plate would never be the same again, no matter how hard he tried.*
15. Use a further range of conjunctions in subordinate clauses e.g., although, even if, whereas, despite the fact that, rather than, instead of
16. Indirect question: *Alison asked whether they had heard the noise.*
17. Indirect question with future conditional: *She wondered whether they would be going to the play.*
18. Two short closely connected main clauses separated by semi-colon: *The door opened; a stranger walked in.*
19. Begin with 2 pairs of adjectives: *Quiet and thoughtful, hopeful yet anxious, she made her way upstairs.*
20. The second main clause (after the colon) gives information about the first. The 1st clause describes; the second gives detail: *Gnortown was a dreadful place: everything was grey and no-one ever smiled.*
21. In the 2nd main clause (after the colon), the writer gives the reader some information about the story: *He wondered how long he could continue like this: he did not know he would be alone for another two days.*
22. Start with a noun + dash+ character's feelings: *Worms – she had hated them for as long as she could remember.*
23. Three "if" clauses: *If she hadn't argued with her mother, if she hadn't lost the money, if Rose hadn't cancelled her visit, she might have been smiling today.*
24. List of 3 + dash + question: *Rain, snow, drought – which of these causes the most damage?*
25. Use a semi-colon to balance two contrasting ideas: *On the left was an old fortress; on the right a ramshackle cottage. Some people think that homework is essential; others say it is pointless.*
26. Use paired conjunctions – not only.. but also.. / both.... and.... / neither... nor.... / either.... or.... / : *Not only is this idea expensive, it is also giving young people the wrong idea. This story is both boring and badly spelt.*
27. Use inverted commas to emphasise irony: *Our "star" prize turned out to be an ugly leather bag.*

Teachers use a range of resources to support the teaching of Grammar and Punctuation during our English lessons and basic skills sessions e.g., Colourful Semantics, Alan Peat's 'Writing Exciting Sentences', exemplar texts, 'Sentence Structures to Teach Year by Year'.

Our MTPs (Medium Term Plans) follow the T4W structure. The T4W process allows children to see how authors use grammar and punctuation in their own writing and also provides opportunities to introduce, practise and apply grammar and punctuation skills.

Year 6 Key Performance Indicators for Writing		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Integrate dialogue in narrative to convey character and advance the action.	In narratives, describe settings, character and atmosphere.	In narratives, describe settings, character and atmosphere.
Describe settings and characters building a distinct atmosphere.	Integrate dialogue in narratives to convey character and advance the action.	Integrate dialogue in narratives to convey character and advance the action.
Write a report with a distinct form and specific audience (e.g., webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g., web page.	Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
Write a recount in a specific form with a clear audience ensuring formality is appropriate.	Use the range of punctuation taught at key stage 2 mostly correctly.	Use the range of punctuation taught at key stage 2 mostly correctly.
Use layout devices, such as headings, sub-headings, bullets and tables to structure texts.	Use verb tenses consistently and correctly throughout their writing.	Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
Write effectively for each purpose and selected audience, showing good awareness of the reader.	Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.
Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader.	Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious.
Draw on their knowledge of etymology and morphology to support spelling.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.	Maintain legibility in joined handwriting when writing at speed.
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly.	Maintain legibility in joined handwriting when writing at speed.	
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing.	Use a non-linear structure to show assured and conscious control of formality for different shifts of time.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.
Consciously control the structure of sentences.	Independently choose vocabulary and language features appropriately for the style and tone of the text.	Distinguish between the language of speech and writing and choose the appropriate register.
Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately.	Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes.	Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this.
Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity.	Distinguish between the language of speech and writing and choose the appropriate register.	Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
Evaluate, draft and re-draft.	Choose to combine different text types and associate language features for effect and specific purpose.	
	Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity.	
	Independently enhance the effectiveness of writing through reading, evaluating and redrafting.	