



PROGRESSION IN WRITING AT DUSSINDALE PRIMARY SCHOOL

INTENT

At Dussindale we recognise that as well as being a subject in its own right, English provides children access to the whole curriculum and is essential to success in primary school and beyond. We believe in providing a creative, high quality English curriculum that gives all learners the best possible opportunities to become literate, articulate and confident members of society. We aim to provide all children with a rich and imaginative curriculum; expose them to a wide-variety of high-quality literature; ensure they build and internalise a bank of stories that support them in developing their imagination, vocabulary, writing techniques and confidence. In addition children are taught phonics, spelling and grammar that is contextualised within the art of writing; are exposed to high-quality shared and guided reading and writing, modelling the skills and techniques of being a confident writer; receive informative and motivational feedback in order to move them on as writers.


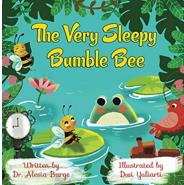
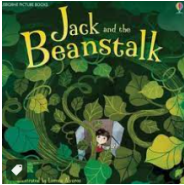
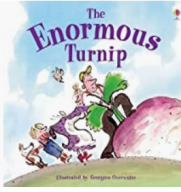
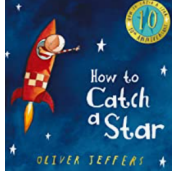



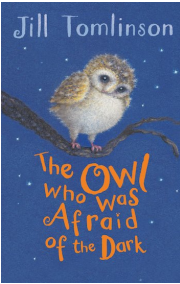


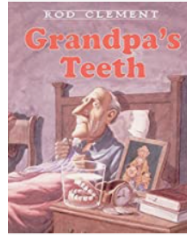
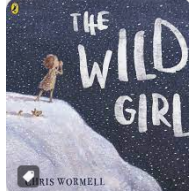
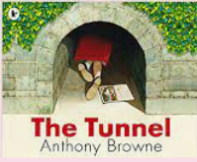
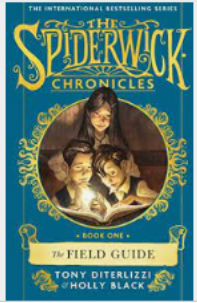
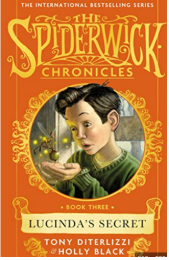


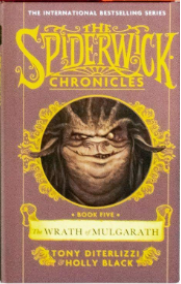
IMPLEMENTATION

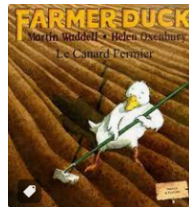
At Dussindale we follow Talk for Writing as a whole-school cumulative and systematic process for the teaching of English. The processes and thinking involved in the writing process are made explicit so they can ultimately be internalised and applied by children in their own writing. Writing is taught daily. Children engage deeply with carefully selected texts as we foster their ability to: read as readers, read as writers and finally write as readers. Teachers create model texts for specific writing units which aim to demonstrate to the children the language techniques which are to be taught and developed. Direct vocabulary instruction is an essential part of the process. Typically, in a unit of work, the focus will be developed through internalisation and contextualisation of the model text where children deepen their understanding of a particular text type, exploring other examples through wider reading and later creating a 'tool-kit' for purposeful writing. Following sessions of deliberate practice, where children use 'short-burst writing' to develop the writerly tools and receive timely feedback in order to improve, children then write independently in order to fulfil their planned purpose. The writing process is always modelled by the teacher during shared writing sessions.

IMPACT

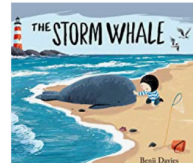
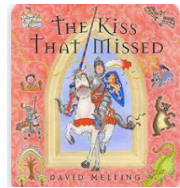
We assess the impact of our writing curriculum in a number of ways. Teachers use formative assessment daily in order to provide timely feedback that will move learning forwards. At the end of every unit the children's independent application is assessed against age related criteria and writing is moderated within phase groups and by senior leaders. In addition to these half termly assessments we are able to track writing across the school by participating in 'No More Marking' assessments which compares the writing of Dussindale children to the writing of children nationally.

PROGRESSION IN WRITING

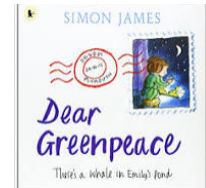
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TEXT TYPES	 <p>Journey Story</p>  <p>Journey Story</p>  <p>Beat the Baddy Story</p>	 <p>Traditional tale / Cumulative story</p>  <p>Wishing Story & Instructions</p>  <p>Journey tale / story from another culture</p>	 <p>Journey/meeting Narrative and Non Chronological report</p>  <p>Defeat the Monster story and Non-chronological report</p>  <p>Overcoming fear narrative</p>	 <p>Problem/resolution narrative</p>  <p>Explanation Text</p>  <p>Losing narrative and persuasive letter</p>	 <p>Overcoming the monster & magazine recount</p>  <p>Opening and build up with a focus on setting/atmosphere First person diary recount.</p> 	 <p>Opening and build up to tale of suspense</p> <p>Discussion writing</p>  <p>Myth - Defeat the monster/Action Scene</p>	 <p>Adventure/Chasing/Hiding Plot</p>  <p>Explanation Text</p>



Beat the Baddy
Story



Information Report
Finding Tale



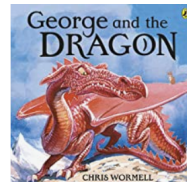
Information Report



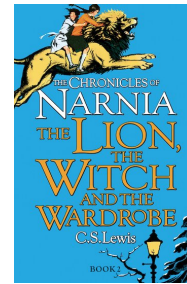
Diary/recount



Meeting Narrative



Overcoming the
Monster Narrative
& Instructions

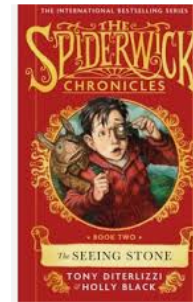


Opening and Build
up to a portal story



Non-chronological
report

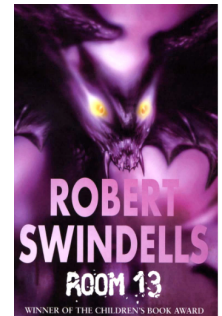
Fantasy/Finding
Tale



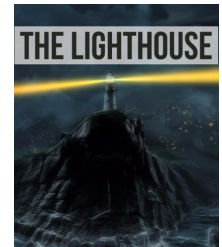
Persuasive Letter &
Discussion



Meeting Tale &
Persuasive Writing




Tale of Fear;
suspense focus





Lost and Found Tale

		 <p>Lost and Found Tale</p>					
TEXT STRUCTURE	<p>Introduce: Fiction: Planning Tool Story map /story mountain Whole class retelling of story Understanding of beginning/ middle /end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p>Non-fiction: Factual writing closely linked to a story Single Clause factual sentences based around a theme Names Labels</p>	<p>Consolidate Reception list Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story: <u>Opening</u> Once upon a time... Build-up One day... <u>Problem / Dilemma</u> Suddenly,../</p>	<p>Consolidate Year 1 list Introduce: Fiction: Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid 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 <u>Opening</u> e.g. In a land far away.... One cold but bright morning.... <u>Build-up</u> e.g. Later that day</p>	<p>Consolidate Year 2 list Introduce: Fiction: Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid 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: <u>Opening</u> -should include</p>	<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids Plan opening using: Description /action 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 Developed 5 parts to story <u>Introduction</u> <u>Build-up</u> <u>Problem / Dilemma</u></p>	<p>Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story to structure Writing could start at any of the 5 points. This may include flashbacks</p>	<p>Consolidate Year 5 list Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs</p>

	<p>Captions Lists Diagrams Message</p>	<p>Unfortunately,...</p> <p><u>Resolution</u> Fortunately,...</p> <p><u>Ending</u> Finally,....</p> <p>Non-fiction: Planning tools: text map / washing line</p> <p>Heading <u>Introduction</u> Opening factual statement</p> <p><u>Middle section(s)</u> Simple factual sentences around a them Bullet points for instructions Labelled diagrams</p> <p><u>Ending</u> Concluding sentence</p>	<p><u>Problem / Dilemma</u> e.g. To his amazement <u>Resolution</u> e.g. As soon as <u>Ending</u> e.g. Luckily, Fortunately, 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 Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p><u>Introduction:</u> Heading Hook to engage reader Factual statement / definition Opening question <u>Middle section(s)</u> 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>detailed description of setting or characters <u>Build-up</u> -build in some suspense towards the problem or dilemma <u>Problem / Dilemma</u> -include detail of actions / dialogue <u>Resolution</u> - should link with the problem <u>Ending</u> - 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 Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids Paragraphs to organise ideas around a theme <u>Introduction</u> Develop hook to introduce and tempt reader in e.g. Who...?</p>	<p><u>Resolution Ending</u> 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 Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs</p> <p>Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders,</p>	<p><u>Introduction</u> -should include action / description -character or setting / dialogue <u>Build-up</u> -develop suspense techniques <u>Problem / Dilemma</u> -may be more than one problem to be resolved <u>Resolution</u> -clear links with dilemma <u>Ending</u> -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: <u>Introduction / Middle / Ending</u> Secure use of paragraphs: Use a variety of ways to open texts</p>	<p>Secure development of characterisation</p> <p>Non-fiction: Secure planning across nonfiction genres and application</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</p>
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			<p><u>Ending</u> Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>What....? Where....? Why....? When....? How....? <u>Middle Section(s)</u> 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 Develop <u>Ending</u> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause <i>e.g. I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>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 reader</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 on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>
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<p>SENTENCE CONSTRUCTION</p>	<p>Introduce: Single clause sentences</p> <p>Simple Connectives: <i>and who until but</i></p> <p>Say a sentence, write and read it back to check if it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) and / but</p> <p>-‘ly’ openers Luckily / Unfortunately, ‘Run’ - Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Consolidate Reception list Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and or but so because so that then that while when where</i></p> <p>Also as openers: <i>While... When... Where...</i></p> <p>-‘ly’ openers Fortunately,...Unfortunately, Sadly,...</p> <p>Single clause sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished single clause sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using</p>	<p>Consolidate Year 1 list Introduce: Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished single clause sentences using: adjectives e.g. <i>The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Multi clause sentences (Subordination) using: Drop in a relative clause:</p>	<p>Consolidate Year 2 list Introduce: 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 single clause sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave... Amazingly, small insects can...</i></p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <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>Prepositional phrases to place the action: <i>on the</i></p>	<p>Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms. 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> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i> Secure use of embellished single clause sentences. Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of embellished single clause sentences. Secure use of compound sentences Develop multi-clause sentences (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases</p>	<p>Consolidate Year 5 list Secure use of single clause embellished sentences. Secure use of compound sentences Secure use of multi clause sentences: (Subordination) Main and subordinate clauses with full range of conjunctions Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion Expanded noun</p>
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		<p>connectives (coordinating conjunctions) <i>and/or/ but/so</i> e.g. <i>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.</i></p> <p>Multi-clause sentences: Use of 'who' (relative clause) e.g. <i>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.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>who/which e.g. <i>Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions: <i>what/while/when/ where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived. During the Autumn, when 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>List of 3 for</p>	<p><i>mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop multi clause sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.)</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: <i>who/whom/which/ whose/ that</i> 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</i></p>	<p>Develop multi clause 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. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded '-ing' clauses as starters e.g. <i>Grimacing menacingly, he slipped the treasure into his rucksack. 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. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the</i></p>	<p>e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. 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. 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 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</p>	<p>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 (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i></p>
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			<p>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><i>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 nonfiction 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><i>road, jumped on the bus and sank into his seat. 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>speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>	
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		<p>be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (<i>negation, e.g. unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>			
PUNCTUATION	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i> Speech bubbles /inverted commas for direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/ commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate Year 5 list</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 colon to introduce a list and 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>)</p>

			possession e.g. the cat's name		to s to mark a plural		<i>versus man-eating shark, or recover versus re-cover)</i>
TERMINOLOGY	Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like'	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like' Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Nouns Adjective Verbs Connective Alliteration Simile - 'as' Singular/ plural Clause	Consolidate: Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile - 'as'/ 'like' Clause Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future)	Consolidate: Punctuation Finger spaces • Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile - 'as'/ 'like' Clause Subject and object	Consolidate: Punctuation Finger spaces Letter Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 - description, action, views/opinions, facts Colon - instructions Paraphrase / Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future)	Consolidate: Punctuation Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 - description, action, views/opinions, facts Colon - instructions Paraphrase / Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future)	Consolidate: Punctuation Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 - description, action, views/opinions, facts Colon - instructions Paraphrase / Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future)

			<p>Adjective / noun Noun phrases Generalisers Subject and object</p>	<p>Introduce: Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions</p>	<p>Connective Conjunction Preposition Determiner/ generaliser Clause Subject and object Subordinate clause Relative clause Relative pronoun Alliteration Simile - ‘as’/ ‘like’ Synonyms</p> <p>Introduce: • Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe - plural possession</p>	<p>Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive Subject and object Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile - ‘as’/ ‘like’ Synonyms</p> <p>Introduce: Relative clause/ pronoun Modal verb Parenthesis Bracket - dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question predicate</p>	<p>(past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile - ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia predicate</p> <p>Introduce: Active and passive voice Hyphen Synonym antonym Colon/ semi-colon Bullet points Ellipsis</p>
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