NPSB Genre Progression

EYFS

Children should be given opportunities to apply the following skills across a range of contexts e.g., labelling, writing captions.

- Compose a phrase or sentence orally before writing it.
- Understand the Reception grammatical terminology and use when discussing their writing: Word, sentence, segment, phoneme, grapheme, digraph
- 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.
- Begin to use full stops and capital letters.
- Begin to leave spaces between words.
- Begin to re-read what they have written to check that it makes sense.

Instructions

Supplementary Guidance

Some of these suggestions are not from the NC but provide additional layers of challenge within an objective and /or they are skills that are specific to the genre*

Year Group	Vocabulary and Grammar	Punctuation
1	- leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Suffixes that can be added to verbs where no change is needed in the spelling of root word (e.g. helping, helped, helper) ☐ *Imperative verbs start sentences e.g. spread, slice, cut*.	Punctuate sentences correctly using a capital letter and a full stop, question mark or exclamation mark.
2	learn how to use: sentences with different forms: statement, question, exclamation, command	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks,

		☐ *write titles to show what the instructions are about, for example, how to look after goldfish*
		
		☐ *explore and generate negative commands, for example, Do not open the oven door*
		
		    • expanded noun phrases to describe and specify [for example, the blue butterfly]
		    • subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
		    • Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example she is drumming, he was shouting)
		
		☐ *Imperative verbs are used to begin sentences and within sentences e.g. firstly, cut*
			question marks, commas for lists and apostrophes for contracted forms

	3	• write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because. • use conjunctions (e.g. because, when, before, after, while, even so)adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. ☐ *Use of adverbials e.g. When the glue dries, attach the paperclip.* ☐ *Use of prepositions e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods*	securely use apostrophes for contractions

	• Use **a** or **an** correctly according to the beginning sound of the noun that follows.	
4	• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion. • use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news* □ *Use of subordinate clauses as adverbials to express time and cause e.g. once the mixture has settled, As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely* □ *use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...'* □ *Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'* • uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. . *investigate noun phrases in instruction texts and decide*	commas for lists, apostrophes for contracted forms

		when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential	
		• extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end. *e.g. While the pastry cooks...* • Standard forms of English verb inflections (we were rather than we was, I did rather than I done) *e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes'*	
5		• using expanded noun phrases to convey complicated information concisely *Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency*. • using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. • Indicating degrees of possibility using adverbs (for example, perhaps, surely)	using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list using semi-colons within lists Y6 VGP

Recount

Year Group	Vocabulary and Grammar	Punctuation
1	- Leaving spaces between words - Joining words and joining clauses using and - Use of regular plural noun suffixes s or es - *understanding difference between singular and plural* - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - Use of the prefix un- to change the meaning of verbs and adverbs ☐ *Pronouns- I, we, they*	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
2	- sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] *e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines* - the present and past tenses correctly and consistently including the progressive form e.g.use of past progressive form to report events - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - some features of written Standard English	learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms

		• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
3		• organising paragraphs around a theme	securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names
		• Appropriate choice of nouns and pronouns to ensure consistency.	using inverted commas to punctuate direct speech
		• write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.	
		• Use the past and present perfect form of verbs correctly (e.g. ran, wander)	
		• Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). Reworded for clarity	
		• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon,	

		therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) and to express time, place and cause. □ *provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor)* • Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g. he had a **gaunt face** and **lifeless eyes.** • Form nouns using a range of prefixes e.g. super-, auto-. • Use **a** or **an** correctly according to the beginning sound of the noun that follows.	
4		• Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition • Extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end. *e.g. While we*	use punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time

watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, ...

- Use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion.

- Use 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'.

 ☐ Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).

- Use paragraphs for a variety of purposes e.g. change in time, person, topic, place.
  - advancing from NC objective to give progression between Year 3 and Year 4

use securely apostrophes for possession with plural
nouns e.g. The girls' names.

 using inverted commas and other punctuation to indicate direct speech e.g. comma after the reporting clause; end with inverted commas: The conductor shouted, "Sit down!"

Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!'

uses a new line for a new speaker when writing direct speech

Commas for fronted adverbials

	• Uses 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'		
	• Use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news*		
	• To use -s accurately for plural and possessive e.g. *The boys…, boys' bikes, The boy's bike.*		
	• Extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end.		
	☐ *Explore:* *-the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both* *-the use of short, simple sentences to summarise; orientate the reader; dramatic impact* *- the use of longer, complex sentences (with multiple clauses) to convey complex information*		
5	• Use verb tenses consistently and correctly throughout their writing.	using brackets, dashes or commas to indicate parenthesis Y5 VGP	

		• Use paragraphs for a variety of purposes with control	using semi-colons, colons or dashes to mark boundaries between independent clauses Y6 VGP
		• using a range of devices to build cohesion **within** paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes.	
		• Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. *he had seen her before*.	punctuate correctly when using bullet points to list information Y5 VGP
		• using the perfect form of verbs to mark relationships of time and cause	using commas to clarify meaning or avoid ambiguity in writing Y5 VGP
		• ensuring the consistent and correct use of tense throughout a piece of writing	
		• Recognise and begin to use vocabulary and structures that are appropriate for informal and formal speech and writing.	using hyphens to avoid ambiguity in writing e.g. *man eating shark versus man-eating shark, or recover versus re-cover.* Y6 VGP
		☐ *Explore:*	
		the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote	
		the use of personal versus impersonal writing and decide when each is appropriate	
	6	• using passive to affect the presentation of information in a sentence e.g. active – *I broke the window in the greenhouse*, passive – *The window in the greenhouse was broken.* ☐ *Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure*	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons dashes,

• Linking ideas **across** paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	Colons E.G. *Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.*
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ☐ *E.G. Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.* *Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally* *Sentence length and type varied according to purpose.* *Fronted adverbials use to clarify writers position e.g. As a consequence of their actions…* *Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.* *Prepositional phrases used cleverly. e.g. In the event of a fire…*	*e.g. Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!'* hyphens, speech punctuation) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GD-TAF
• Distinguishing between the language of speech and writing and choosing the • appropriate register • Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come*- Y6 VGP	

• Exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD-TAF) • Distinguishing between the language of speech and writing and choosing the • appropriate register (GD- TAF • précising longer passages • secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing.	

Non-Chronological Report

Supplementary Guidance

Some of these suggestions are not from the NC but provide additional layers of challenge within an objective and /or they are skills that are specific to the genre

Year Group	Vocabulary and Grammar	Punctuation
1	• leaving spaces between words • joining words and joining clauses using and • Use of regular plural noun suffixes s or es • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Use of the prefix un- to change the meaning of verbs and adverbs	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

2	- sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive *Form e.g. Subject/verb sentences e.g. He was… They were… It happened… Use of past progressive form to report events. Use of present progressive in direct speech*. - Use simple adverbs e.g. quickly, slowly. - some features of written Standard English - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) *e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Merton, Chaucer Centre*
3	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Appropriate choice of nouns and pronouns to ensure consistency. - write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because. - organising paragraphs around a theme	securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names

- in non-narrative material, use simple organisational devices including the use of organisational devices such as numbered lists, bullet points, headings and sub-headings.
- Use the past and present perfect form of verbs correctly (e.g. ran, wander)

- Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). Reworded for clarity

- use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express place and cause. E.g. *Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil. E.g. Specific adverbials e.g. When the caterpillar makes a cocoon... **Note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non- chronological reports*
- Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g. he had a **gaunt face** and **lifeless eyes.**

- Form nouns using a range of prefixes e.g. super-, auto-.

- Use **a** or **an** correctly according to the beginning sound of the noun that follows.

4	• Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition	use punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time
	• Extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end. *Use of a wider range of subordinating conjunctions (although, however, despite, therefore) Explore how subordination and co- ordination can help the writer move from the general to the more specific within one sentence, for example: Most bees are black or grey, but/however some are bright red, yellow or metallic green*.	use securely apostrophes for possession with plural nouns e.g. The girls' names. Commas for fronted adverbials
	• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion.	
	Use of prepositional phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency. *Use of prepositional phrases as adverbials to express cause or place. Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.*	

Prepositional phrases used cleverly.
e.g. In the event of a fire...

- Use 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'.

- uses 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' *or complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.*

- use fronted adverbials and use commas to separate them from the rest of the sentence *e.g., Later that day, I heard the bad news . E.g. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...*

- To use -s accurately for plural and possessive e.g. *The boys…, boys' bikes, The boy's bike.*

		• use paragraphs for a variety of purposes e.g. change in time, person, **topic,** place. - advancing from NC objective to give progression between Year 3 and Year 4 • Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners. *Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.*	
5		• using a range of devices to build cohesion **within** paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes. • Use paragraphs for a variety of purposes with control • Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. *he had seen her before*. • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely How do we advance this for UKS2?	Use a range of punctuation, including: using brackets, dashes or commas to indicate parenthesis Y5 VGP *e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this. E.g. Explore when commas are used*

• using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely, usually, commonly) to indicate degrees of possibility. *Including use of addition, reinforcing and opposing adverbs.*	*to parenthesise relative clauses and when they are not.*
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *-Explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar. Explore the impact on clarity when these relative clauses are omitted.*	using semi-colons, colons or dashes to mark boundaries between independent clauses Y6 VGP using a colon to introduce a list Y6 VGP
• using further organisational and presentational devices to structure text and to aid conciseness and guide the reader [for example, headings, bullet points, underlining, numbering, bold text and italics]	using semi-colons within lists Y6 VGP punctuate correctly when using bullet points to list information Y5 VGP
• ensuring the consistent and correct use of tense throughout a piece of writing	
• ensuring correct subject and verb agreement when using singular and plural	using commas to clarify meaning or avoid ambiguity in writing Y5 VGP
• Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.	
• Use verb prefixes e.g. dis-, de-, mis-, over- and re-.	using hyphens to avoid ambiguity in writing e.g. *man eating shark versus man-eating shark, or recover versus re-cover.* Y6 VGP
• To use synonyms and antonyms effectively within my writing.	

6	• Linking ideas **across** paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GD-TAF)
	• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) *e.g. Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds come to an end. E.g. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally*	*Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects to lead the reader to a revelation of*
	• précising longer passages	*information e.g. The relationship between these eco-systems is complex: each depends on the*
	• secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing.	*survival of the other. There is a major advantage to this feature: it allows the...*
	• To use synonyms and antonyms effectively within my writing to strengthen intended impact e.g. the specific description used to convey character.	*Explore how the colon can be used to introduce a quote/motto e.g. There is an old, much-loved saying: 'A dog is a man's best friend.'*
	• using passive to affect the presentation of information in a sentence e.g. active – *I broke the window in the greenhouse*, passive – *The window in the greenhouse was broken.* e.g . explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued .*Active and passive voice used deliberately to heighten engagement.* *e.g. The eggs were removed from the beach.*	

| | | secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing. Distinguishing between the language of speech and writing and choosing the appropriate register (GD- TAF) exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD-TAF) Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come*- Y6 VGP | |

Persuasion

Some of these suggestions are not from the NC but provide additional layers of challenge within an objective and /or they are skills that are specific to the genre

Year Group	Vocabulary and Grammar	Punctuation
1	• leaving spaces between words • joining words and joining clauses using and • Use of regular plural noun suffixes s or es • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Use of the prefix un- to change the meaning of verbs and adverbs	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
2	• sentences with different forms: statement, question, exclamation, command *e.g. inclusion of an opening statement that presents the persuasive point of view* • expanded noun phrases to describe and specify [for example, the blue butterfly] *Power of 3 adjectives* • the present and past tenses correctly and consistently including the progressive form *e.g. Subject/verb sentences e.g. He was... They were... It happened...* • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • Formation of adjectives using suffixes (-ful, -less) • Use of –er and –est in adjectives • Use of ly in adverbs *and use simple adverbs e.g. yesterday, last week* •	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
3	• organising paragraphs around a theme • in non-narrative material, use simple organisational devices including the use of organisational devices such as numbered lists, bullet points, headings and sub-headings.	securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Reword?

- Appropriate choice of nouns and pronouns to ensure consistency.

- write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.

- Use the past and present perfect form of verbs correctly (e.g. ran, wander) *Start sentences with verbs e.g. imagine, consider, enjoy.*

- Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). *E.g. Use of present perfect instead of simple past (Residents have complained over several weeks or Doctors have discovered how damaging it can be.)*

	• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. Examples built on. • Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact *e.g. he had a **gaunt face** and **lifeless eyes.*** • Form nouns using a range of prefixes e.g. super-, auto-. • Use **a** or **an** correctly according to the beginning sound of the noun that follows.	
4	• use paragraphs for a variety of purposes e.g. change in time, person, topic, place. *E.g. . Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented* *-Ordering points to link them together so that one follows from another* *- how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments*	use punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time

- how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best

- Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition

- extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end.

- use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion. *e.g. use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example, You should buy this product so that you are the envy of all your friends. The trainer is brightly coloured, therefore you will be seen in the dark.*

- Use 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'.

		• uses 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'
		• use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news* *e.g. Noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising,*
		  o *the beach with its mile long stretch of golden white sand...*
		  o *rich, velvety chocolate harvested from the heart of the Amazonian rainforest...*
		
		• use securely apostrophes for possession with plural nouns e.g. The girls' names.
		
		• To use -s accurately for plural and possessive e.g. *The boys..., boys' bikes, The boy's bike*.	

5		• Use paragraphs for a variety of purposes with control • using a range of devices to build cohesion **within** paragraphs e.g. Conjunctions (*Use of correlating conjunctions (e.g. not only... but also...)* • , adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes.	Use a range of punctuation, including: using brackets, dashes or commas to indicate parenthesis Y5 VGP using semi-colons, colons or dashes to mark boundaries

• Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. *he had seen her before*.	between independent clauses Y6 VGP
• using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely How do we advance this for UKS2?	using a colon to introduce a list Y6 VGP using semi-colons within lists Y6 VGP
• using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. E.g. • *-explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you Imagine...?* • *-Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainly and offer a promise or commitment (must, can, will)*	punctuate correctly when using bullet points to list information Y5 VGP
• using relative clauses beginning with who, which, where, when, whose, that or • with an implied (i.e. omitted) relative pronoun Year 5 e.g. *Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun,* • *-investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.* • *-Experiment with removing relative clauses from example texts and consider the effect*	using commas to clarify meaning or avoid ambiguity in writing Y5 VGP *Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter- sweet cherry liquid - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well- earned break from their usual, boring flavours'*
• ensuring the consistent and correct use of tense throughout a piece of writing	
• ensuring correct subject and verb agreement when using singular and plural (rest of NC objective moved to Y6 – GD TAF statement)	

		• Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Use verb prefixes e.g. dis-, de-, mis-, over- and re-. • To use synonyms and antonyms effectively within my writing.	using hyphens to avoid ambiguity in writing e.g. *man eating shark versus man-eating shark, or recover versus re-cover.* Y6 VGP Brackets, dashes and commas to indicate parenthesis.
6		• Use paragraphs for impact and effect e.g. dramatic effect, length of paragraph, pace of change. • Linking ideas **across** paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis (from Appendix 2 – VGP) *e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific* • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)(EXS – TAF) • précising longer passages • To use synonyms and antonyms effectively within my writing to strengthen intended impact e.g. the specific description used to convey character.	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, speech punctuation) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GD-TAF)

• using passive to affect the presentation of information in a sentence e.g. active – *I broke the window in the greenhouse*, passive – *The window in the greenhouse was broken*. Explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, 'the invaders must be stopped'. • consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders' • secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing. • Distinguishing between the language of speech and writing and choosing the • appropriate register (GD- TAF) • exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD- TAF) • Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come*- Y6 VGP	

Discussion

Year Group	Vocabulary and Grammar	Punctuation

1	- leaving spaces between words - joining words and joining clauses using and - Use of regular plural noun suffixes s or es - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - Use of the prefix un- to change the meaning of verbs and adverbs	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
2	- sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive - form - subordination (using when, if, that, or because) and co-ordination (using or, - and, or but) - some features of written Standard English	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
3	- organising paragraphs around a theme e.g. *-write an introduction to show why you are debating the issue, for example, 'There is always a lot of disagreement about x and people's views vary a lot.'* -group arguments for and arguments against in separate paragraphs - consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph - in non-narrative material, use simple organisational devices including the use of organisational devices such as numbered lists, bullet points, headings and sub-headings.	Securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Reword?

- Appropriate choice of nouns and pronouns to ensure consistency.

- write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.

- Use the past and present perfect form of verbs correctly (e.g. ran, wander)

- Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). Reworded for clarity

- use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. Examples built on.
- Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g. he had a **gaunt face** and **lifeless eyes.**

		• Form nouns using a range of prefixes e.g. super-, auto-. • Use **a** or **an** correctly according to the beginning sound of the noun that follows.	
4		• use paragraphs for a variety of purposes e.g. change in time, person, topic, place. • Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition *e.g. use a range of nouns referring to the same subject e.g. many dog-owners argue that...they go onto state that...these animal lovers also make the point that...* • extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end. • use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion.	use punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time

		• Use 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'. • uses 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' • use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news E.g. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'most people with a reasonable knowledge of the subject...', 'all dogs with a history of violence...', 'all the sporty girls in the class...'* • use securely apostrophes for possession with plural nouns e.g. The girls' names. • To use -s accurately for plural and possessive e.g. *The boys…, boys' bikes, The boy's bike.* • Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	
5	• Use paragraphs for a variety of purposes with control • using a range of devices to build cohesion **within** paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes.	Use a range of punctuation, including: using brackets, dashes or commas to indicate parenthesis Y5 VGP

	• Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. *he had seen her before*. • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely How do we advance this for UKS2? • using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. *e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, 'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'* • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Year 5 *e.g. follow generic statements with more specific examples, for example, ' There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'* • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural (rest of NC objective moved to Y6 – GD TAF statement) • Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Use verb prefixes e.g. dis-, de-, mis-, over- and re-. • To use synonyms and antonyms effectively within my writing.	using semi-colons, colons or dashes to mark boundaries between independent clauses Y6 VGP using a colon to introduce a list Y6 VGP using semi-colons within lists Y6 VGP punctuate correctly when using bullet points to list information Y5 VGP using commas to clarify meaning or avoid ambiguity in writing Y5 VGP using hyphens to avoid ambiguity in writing e.g. *man eating shark versus man-eating shark, or recover versus re-cover.* Y6 VGP
6	• Use paragraphs for impact and effect e.g. dramatic effect, length of paragraph, pace of change.	Use the range of punctuation taught at key stage 2 correctly

• Linking ideas **across** paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis (from Appendix 2 – VGP) *e.g. build and use a range of connecting adverbs to move between opposing views, for example, on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.*	(e.g. semi-colons, dashes, colons, hyphens, speech punctuation) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GD-TAF)
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)(EXS – TAF)	Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example, .'the pressing issue now is: what should happen to....?';
• ⬜ précising longer passages	
• To use synonyms and antonyms effectively within my writing to strengthen intended impact e.g. the specific description used to convey character.	-introduce a quotation to support a viewpoint, for example, 'supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated
• ⬜ using passive to affect the presentation of information in a sentence e.g. active – *I broke the window in the greenhouse*, passive – *The window in the greenhouse was broken.*	- ;to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, 'The final conclusion is therefore clear in
• secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing.	
• Distinguishing between the language of speech and writing and choosing the • appropriate register (GD- TAF)	

	• exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD-TAF)

• Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come*- Y6 VGP | | my mind: animal testing must be banned immediately'. |

Narrative

Year Group	Vocabulary and Grammar	Punctuation
1	- leaving spaces between words - joining words and joining clauses using and - Use of regular plural noun suffixes s or es - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - Use of the prefix un- to change the meaning of verbs and adverbs - sequencing sentences to form short narratives	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

| 2 | • sentences with different forms: statement, question, exclamation, command
• expanded noun phrases to describe and specify [for example, the blue butterfly]
• the present and past tenses correctly and consistently including the progressive
• Form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
• subordination (using when, if, that, or because) and co-ordination (using or,
• and, or but)
• some features of written Standard English
• Compound sentences using co-ordinating conjunctions | learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |
| 3 | • use paragraphs for a variety of purposes e.g. change in time, person, topic, place.
• Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition
• extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end.
• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion.
• Use 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'.
• uses 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'
• use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news*
• use securely apostrophes for possession with plural nouns e.g. The girls' names.
• To use -s accurately for plural and possessive e.g. *The boys…, boys' bikes, The boy's bike*.
• organising paragraphs around a theme e.g. paragraphs to reflect the general structure of a story – opening, build-up, dilemma, resolution and ending and paragraphs to group similar information in a non-fiction text. | using inverted commas to punctuate direct speech

securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names |

- In narratives, creating settings, characters and plot. Examples include:

-create a plot for stories e.g. opening, dilemma/conflict/problem, resolution, ending

-end texts effectively

-use detail in the description of settings or characters e.g. expanded noun phrases for impact.

-begin to use figurative language, such as similes, metaphors and personification.

- ensuring the correct pronouns, person and vocabulary choices are consistent e.g. adjectives for a villain consistently show that they are evil.
- Appropriate choice of nouns and pronouns to ensure consistency.
- ensuring the correct pronouns, person and vocabulary choices are consistent e.g. adjectives for a villain consistently show that they are evil. (stepping stone for proposing changes…Year 4)
- write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.
- Use the past and present perfect form of verbs correctly (e.g. ran, wander)
- Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). Reworded for clarity
- use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause. Examples built on.
- Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g. he had a **gaunt face** and **lifeless eyes.**
- Form nouns using a range of prefixes e.g. super-, auto-.
- Use **a** or **an** correctly according to the beginning sound of the noun that follows.
- Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble.

| 4 | • use paragraphs for a variety of purposes e.g. change in time, person, topic, place.
   - advancing from NC objective to give progression between Year 3 and Year 4

• In narratives, creating settings, characters and plot. Examples include: (advances from Year 3):

-creates and sequences events clearly (plot) and shows how one event leads to another using appropriate conjunctions and adverbials (cohesion).

-develops mood and atmosphere using a range of vocabulary, including figurative language (similes, metaphors, personification), and sentence structures for effect on audience (e.g. short sentences for impact).

-includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile, metaphor and personification.

-includes detailed character descriptions within narratives through narration and dialogue.

• uses a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity e.g. appropriate pronoun or noun to avoid repetition and adverbs to express time or cause
• Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition
• extending the range of sentences using multi-clause sentences (coordinating and subordinating conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end.
• To use -s accurately for plural and possessive e.g. *The boys…, boys' bikes, The boy's bike*.
• use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)and prepositions (e.g. next to, before, during, after, | use punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time

using inverted commas and other punctuation to indicate direct speech e.g. comma after the reporting clause; end with inverted commas: The conductor shouted, "Sit down!"

uses a new line for a new speaker when writing direct speech |

in, because of, underneath, with) to express time, place and cause. to not only add detail but for cohesion.
- Use 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'.
- uses 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'
- use fronted adverbials and uses commas to separate them from the rest of the sentence e.g., *Later that day, I heard the bad news*
- use securely apostrophes for possession with plural nouns e.g. The girls' names.

Determiners placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to (e.g., "my dog," "that dog," "the dog")

| 5 | • In narratives, describing settings, characters and atmosphere and integrating dialogue in narratives to convey character e.g. choice of adverbs, choice of verbs (bawled, whimpered).

• Use paragraphs for a variety of purposes with control
• using a range of devices to build cohesion **within** paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes.
• Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. *he had seen her before*.
• using the perfect form of verbs to mark relationships of time and cause
• using expanded noun phrases to convey complicated information concisely How do we advance this for UKS2?
• using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.
• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Year 5
• ensuring the consistent and correct use of tense throughout a piece of writing
• ensuring correct subject and verb agreement when using singular and plural (rest of NC objective moved to Y6 – GD TAF statement)
• Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.
• Use verb prefixes e.g. dis-, de-, mis-, over- and re-.
• To use synonyms and antonyms effectively within my writing. | Use a range of punctuation, including:

using brackets, dashes or commas to indicate parenthesis Y5 VGP

using semi-colons, colons or dashes to mark boundaries between independent clauses Y6 VGP

 using a colon to introduce a list Y6 VGP

 using semi-colons within lists Y6 VGP

 punctuate correctly when using bullet points to list information Y5 VGP

 using commas to clarify meaning or avoid ambiguity in writing Y5 VGP

 using hyphens to avoid ambiguity in writing e.g. *man eating shark versus man-eating shark, or recover versus re-cover.* Y6 VGP |

6	• Use paragraphs for impact and effect e.g. dramatic effect, length of paragraph, pace of change. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character (e.g. more subtle examples through show not tell) and advance the action. • Linking ideas **across** paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis (from Appendix 2 – VGP) • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)(EXS – TAF) • To use synonyms and antonyms effectively within my writing to strengthen intended impact e.g. the specific description used to convey character. • using passive to affect the presentation of information in a sentence e.g. active – *I broke the window in the greenhouse*, passive – *The window in the greenhouse was broken.* • secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing. • Distinguishing between the language of speech and writing and choosing the appropriate register (GD- TAF) • exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD-TAF) • Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come-* Y6 VGP Apply growing knowledge of vocabulary and grammar in writing. Recognise that non-finite clauses are those which do not contain a subject + verb: they contain an infinite verb with or without to, a verb + ing or a verb + ed. For example:	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, speech punctuation) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. (GD-TAF) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

- Diving to the ground, James narrowly escaped the first round of fire. : verb + ing
- Overwhelmed by the kindness, Marie's gaze toured the room taking in every last detail. verb + ed
- To make it safe, Tina would have to test it before the big day: but who would volunteer?: To + infinitive.
- Refine expressions so that redundant words and phrases are kept to a minimum. (e.g. overuse of adjectives and adverbs); revises longer sentences and considers whether impact is enhanced e.g. He grabbed the gun vs. He quickly grabbed the gun.

Poetry

Some of these suggestions are not from the NC but provide additional layers of challenge within an objective and /or they are skills that are specific to the genre*

Year Group	Vocabulary and Grammar	Punctuation
1		using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
2	- experiment with alliteration to create humorous and surprising combinations - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive - form	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
3	- invent new similes and experiment with word play - use powerful nouns, adjectives and verbs - discuss different poetic forms e.g. haikus, rhymes, free-verse and begin to imitate these styles in their own writing. - ensuring the correct pronouns, person and vocabulary choices are consistent e.g. adjectives for a villain consistently show that they are evil. (stepping stone for proposing changes…Year 4) - Use the past and present perfect form of verbs correctly (e.g. ran, wander) - Use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play* instead of *He went out to play*). Reworded for clarity - Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g. he had a **gaunt face** and **lifeless eyes.**	securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. The girls' names

	• Form nouns using a range of prefixes e.g. super-, auto-. • Use **a** or **an** correctly according to the beginning sound of the noun that follows.	
4	• use language playfully to exaggerate or pretend • use similes to build images • identify clichés in own writing • use similes and expressive language to create images, sound effects and atmosphere; • discuss different poetic forms and specific language choices (e.g. figurative language)and begin to use these to write poetry. • Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and to avoid repetition • uses 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' • Use the past and present perfect form of verbs correctly (e.g. ran, wander)	use securely apostrophes for possession with plural nouns e.g. The girls' names.
5	• Use metaphors and personification to create imagery • Use of onomatopoeia to influence meanings • recognise and begin to use vocabulary and structures that are appropriate for informal and formal speech and writing. • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely How do we advance this for UKS2? • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural (rest of NC objective moved to Y6 – GD TAF statement) • To use synonyms and antonyms effectively within my writing.	

| 6 | • Break sentence rules and explore the impact
• secure the use of vocabulary and structures that are appropriate for informal and formal speech and writing.
• Distinguishing between the language of speech and writing and choosing the
• appropriate register (GD- TAF)
• exercise an assured and conscious control over levels of formality (including subjunctive forms), particularly through manipulating grammar and vocabulary to achieve this. (GD-TAF)
• Use structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags; *He's your friend, isn't he?, or* the use of subjunctive forms such as *if I were* or *were they to come*- Y6 VGP
• To use synonyms and antonyms effectively within my writing to strengthen intended impact e.g. the specific description used to convey character.
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) | |